

## COLLEGE OF ARTS AND SCIENCES

### PROGRAM OF STUDY

#### Introduction

The College of Arts and Sciences at Cornell is a community of about 4,000 undergraduates and 600 faculty members. It is composed of those departments that teach and study the humanities and the arts, the basic sciences and mathematics, the social sciences and history. It is also a college within a university of about 18,000 students and 1,630 faculty members, and this wider community provides strength and diversity of applied and professional studies beyond what an isolated undergraduate institution can offer. Students may draw upon the knowledge and facilities of the other undergraduate colleges at Cornell to supplement their studies. Finally, the college is a graduate school and research center attracting faculty whose writing and research require first-rate academic facilities and whose participation in undergraduate teaching brings to their students the profound questioning and the current ideas of contemporary scholarship. It is this abundant variety and outstanding quality among many disciplines that gives the college its distinctive character.

The richness of the curriculum is extraordinary; there is no course that all students must take, and there are nearly two thousand from which they may choose. By choosing courses each semester, students design their own education. They strike a balance between developing known interests and exploring new subjects. They sharpen their verbal and quantitative skills. They also come to understand more thoroughly the Western tradition and learn something about the non-Western world and its peoples. An education in the liberal arts means honing one's critical capacities, learning more about oneself in nature and culture, and gaining real experience with views of the world radically unlike one's own. All this is highly individual, and the college relies on each student and faculty adviser to select sensible, challenging, and appropriate courses.

Yet the faculty believes that each student's education should have certain common qualities. These include familiarity with several different ways of knowing that are reflected in the natural sciences, in the social sciences, and in those achievements of intellect and imagination that are the focus of the humanities and the arts. In addition to these general areas of knowledge, students study foreign languages, acquire effective writing and quantitative skills, and concentrate on one particular field to develop, as fully as possible, the powers of imaginative and critical thinking. To accomplish these objectives, the college has certain requirements for graduation.

#### Summary of Basic College Requirements for Graduation

- 1) Freshman Writing Seminars: Two courses.

- 2) Foreign language: Proficiency in one language or qualification in two. See below.
- 3) Distribution Requirements: See below.
- 4) Major: see below.
- 5) Electives: Four or five courses (at least 15 credits) in courses not used to fulfill other requirements and not in the major field.
- 6) Residence: Eight full-time semesters, unless a student can successfully complete all other requirements in fewer than eight semesters and meets the criteria to accelerate graduation. (See "Acceleration," under the heading "Residence.")
- 7) Minimum number of courses: Thirty-four courses. A two-credit course counts as half a course; a six-credit language course counts as one and one-half courses; a one-credit course does not count toward this requirement. (See below under "Courses and Credits.")
- 8) Credits: A total of 120 credits, of which 100 must be taken in the College of Arts and Sciences.
- 9) Physical education: Completion of the university requirement (two courses). Please note that physical education credit does not count toward graduation or toward the 12-credit minimum required for good standing each semester. See p. 13.
- 10) Application to graduate.

#### Freshman Writing Seminars

See "John S. Knight Writing Program." Freshman Writing Seminars may not be counted toward the distribution requirements.

#### Foreign Language Requirement

The faculty considers competence in a foreign language essential for an educated person. Studying another language helps students understand language itself, our fundamental intellectual tool, and opens another culture for exploration. The sooner the student acquires competence, the more useful it will be. Hence, work toward the foreign language requirement should be undertaken in the freshman and sophomore years.

The following departments teach foreign languages or literature or both in the College of Arts and Sciences: Africana Studies and Research Center, Asian Studies, Classics, German Studies, Modern Languages, Near Eastern Studies, Romance Studies, and Russian Literature.

The language requirement may be satisfied in one of two ways:

- 1) by attaining *proficiency* in one language or
- 2) by attaining *qualification* in two languages.

#### Proficiency

Proficiency is normally attained by passing a 200-level (intermediate) Cornell course (or Chinese or Japanese 161) or by equivalent achievement determined by examination (see chart below). Some introductory language courses are taught at the 300- or 400-level (for example, Near Eastern Studies 333-334); these do not confer proficiency.

Earning three credits on an AP *language* exam does not carry with it proficiency. Only by scoring high enough on the CASE (Cornell Advanced Standing Examination), does the student earn proficiency by examination. In other words, even students who earn advanced placement credit with scores of 4 or 5 on an AP language exam should take the CASE to see if they can be awarded proficiency. On the other hand, a score of 4 or 5 on an AP *literature* exam in French, Spanish, or German (German offers a combined language/literature exam) earns proficiency, as well as three credits, without the CASE. (Such students should also take the CASE to see if they can earn an additional three credits in language.)

#### Qualification

Qualification may be attained in any of the following four ways.

- 1) Three years of high school study in any one language gives qualification in that language. Note that this route to qualification does not guarantee entrance into a 200-level course. Students who want to continue studying the language must be placed in the appropriate course by a score on an examination. Being placed below the 200-level, however, does not cancel the qualification.
- 2) Passing the requisite course: 102, 123, or 134 in most languages taught by the Department of Modern Languages; Chinese 110, 112, or 114; Japanese 160; Near Eastern Studies 102 or 122 in Hebrew, 112 in elementary classical Arabic, or 118 in Turkish; Classics 103 or 104 in Greek, 106 or 107 in Latin, 112 in modern Greek; 132 in Sanskrit; AS&RC 134 in Swahili.  
  
Note: Except in the case of Sanskrit, completion of language sequences 131-132 does not constitute qualification.
- 3) A score of 600 in French, 580 in German, and 590 in Italian or Spanish on the SAT II taken in high school or a score of 56 or higher on the Cornell LP (Language Placement test) taken during orientation week.

Students may earn a 56 placement test score at the end of a course numbered 122 (second semester of the introductory sequence) and consequently attain *qualification* without taking 123, the third semester of the introductory sequence. However, with a score of 56, it may be worthwhile to take 123 to be better prepared for the 200-level courses.

- 4) Placement into a 200-level course by departmental or (when no placement test is available) individual examination at Cornell.

### Placement in Language Courses and Advanced Placement Credit

Placement into language courses and advanced placement credit are separate results of examinations.

#### Placement

Entering students who have had two or more years of high school study in a language or who have been awarded credit for language work at another college or university may enroll in a course in the same language only after being placed by examination. The placement exam may have been taken in high school (SAT II, taken after the last course) or at Cornell during orientation (LP test). Students may, but need not retake a language test if a year or more has passed since last taking it.

#### Advanced Placement Credit

Being placed into a 200-level course does not earn credit toward the degree. Credit is earned only for high school work equivalent in level to language courses numbered 200 and above at Cornell.

The type of examination depends upon the language and the level of achievement:

- 1) French, German, Italian, Russian, and Spanish placement tests: students register for the placement tests with the Department of Modern Languages, 203 Morrill Hall. The Cornell Advanced Standing Examination (CASE) is recommended for students with the following scores on the SAT II: French 690; German 680; Italian 690; Spanish 690. The minimum score on the older SAT Achievement Test or a Cornell placement test taken prior to Fall of 1996 is 650 in all languages. The CASE is also recommended for scores of 65 and higher on the Cornell LP (Language Placement test) in all languages.
- 2) Greek, Ancient and Modern: departmental examination, Department of Classics, 120 Goldwin Smith Hall.
- 3) Latin: departmental examination, Department of Classics, 120 Goldwin Smith Hall.
- 4) Arabic: departmental examination, Department of Near Eastern Studies, 360 Rockefeller Hall.
- 5) Hebrew: departmental examination, Department of Near Eastern Studies, 360 Rockefeller Hall.
- 6) Turkish: departmental examination, Department of Near Eastern Studies, 360 Rockefeller Hall.
- 7) Other languages: special examinations, see the instructor who teaches the language.

### French

#### Placement Tests LPF

#### SAT II

#### Language Courses

#### Literature Courses

below 37  
37-44  
45-55  
56-64

below 370  
370-480  
490-590  
600-680

121  
122  
123  
200  
203  
205  
H Adm 266

56-59  
60 and above

600-630  
640 and above

201  
220  
221

Apply for CASE  
Apply for CASE

65 and above  
AP 4 or 5 in  
language, 3  
credits.  
AP 4 or 5 in  
literature,  
3 credits and  
proficiency.

690 and above

Apply for CASE

### German

#### Placement Tests LPG

#### SAT II

#### Language Courses

#### Literature Courses

below 37  
37-44  
45-55  
56-64

below 370  
370-450  
460-570  
580-670  
680 and above

121  
122  
123  
203

201  
Apply for CASE  
Apply for CASE

65 and above  
AP 4 or 5,  
3 credits  
and proficiency.

### Italian

#### Placement Tests LPI

#### SAT II

#### Language Courses

#### Literature Courses

below 37  
37-44  
45-55  
56-64

below 370  
370-450  
460-580  
590-680

121  
122  
123  
203

201  
202  
205

Apply for CASE  
Apply for CASE

65 and above  
AP 4 or 5  
in language,  
3 credits.  
AP 4 or 5 in  
literature,  
3 credits  
and proficiency.

690 and above

Apply for CASE

### Russian

Apply for the Cornell Advanced Standing Examination (CASE)

### Spanish

#### Placement Tests LPS

#### SAT II

#### Language Courses

#### Literature Courses

below 37  
37-44  
45-55  
56-64

below 370  
370-450  
460-580  
590-680

121  
112  
122  
123  
200

201  
203  
213

Apply for CASE  
Apply for CASE

65 and above  
AP 4 or 5 in  
language,  
3 credits.  
AP 4 or 5 in  
literature,  
3 credits  
and proficiency.

690 and above

Apply for CASE

## Distribution Requirements

In satisfying the distribution requirements, students become acquainted with a broad range of subject matter in the liberal arts and sciences and explore areas that may be entirely new to them.

Attaining these two goals is part of the task of freshmen and sophomores. Although students may complete the requirements over the eight semesters, they can take advanced courses in many subjects they find intriguing only if they have previously completed the introductory courses.

Students must take a total of nine courses (of three or more credits each) for the distribution requirements: four courses from Groups 1 and 2 below, at least two of which are from Group 1 and at least one of which is from Group 2 (for example, one chemistry, one physics, one geology, and one mathematics); five courses from Groups 3 and 4 below, with at least two in each group and two in the same department (for example, one course in sociology, one in history, one in history of art, and two in theater arts). Although courses in the major may be applied to distribution requirements, no single course may satisfy more than one distribution requirement. Further, no freshman writing seminar may satisfy any of the distribution requirements.

Students may use one of the approved interdisciplinary courses for distribution as noted below, but may apply such courses to only one category of the distribution requirement and may not count courses offered or cross-listed by their major department for any distribution category beyond the usual category of the major department itself. For example, a history major may not count a course cross-listed between history and a literature department towards distribution in the humanities. Grades of "S" in courses applied to the distribution requirements are acceptable.

### 1. Physical and Biological Sciences

#### Primary list:

Astronomy: all courses *except* 233

Chemistry (all courses)

Geological Sciences (all courses)

Physics (all courses)

Biological Sciences: all courses *except* 152, 200 (*unless permission of the associate director is obtained*), 208, 209, or 367. The following courses are especially suitable for the distribution requirement because they have no prerequisites: 101–104, 105–106, 107–108, 109–110, 154, 160, 170, 184, 192, 207, 212, 246, 264, 266, 275. *Note that introductory biology can count for distribution credit only when taken as a two-semester sequence: 109–110, 105–106, or 101 and 103 plus 102 and 104, or 107–108, or a combination of the first term of one sequence and the second term of another.*

**Supplementary list:** In fulfilling the science distribution requirement, students must take at least one course from the list of "primary" courses above, and may select additional courses from the following list.

Animal Science 100, 150, 212

Anthropology 101, 275, 371, 390, 474, 490

Applied and Engineering Physics 110

Biology and Society 301

Entomology 212

Food 200

Materials Science and Engineering 277

Natural Resources 201, 210, 301

Plant Breeding 225

Psychology 123

Plant Pathology 301

Soils, Crops, and Atmospheric Sciences 131, 231

### 2. Quantitative and formal reasoning

All courses offered by the Department of Mathematics *except* Math 101 and 109

Biometry and Statistics 215

City and Regional Planning 320

Computer Science 100, 101, 130, 211, 212

Economics 321

Industrial & Labor Relations 210, 211

Linguistics 216

Operations Research & Industrial Engineering 115

Philosophy 231, 331, 431, 436

Physics 205, 209, 210

Psychology 350

Sociology 301

If students choose two courses from this list to satisfy part of the distribution requirement, those two courses may not have significant overlap. For example, students should not choose two beginning courses in statistics.

Under exceptional circumstances and upon petition, certain Cornell courses not listed above under Group 2 (courses such as those appearing on the following auxiliary list) may be used to satisfy the requirement in quantitative and formal reasoning. The petition should provide a persuasive rationale both in terms of the student's course of study and in terms of meeting the goals of the requirement.

**Auxiliary list:** Agricultural Economics 310; Agricultural Engineering 151; City and Regional Planning 321; Industrial and Labor Relations 312; Linguistics 421, 450; Psychology 472–473 (a sequence of two two-credit courses which may count only in its entirety as one course)

#### Note on advanced placement and transfer credit

Students may apply up to two courses of approved advanced placement credit in science, mathematics, and computer science toward satisfaction of the distribution requirement in Groups 1 and 2 above, provided that they complete at least one course from the primary list of science courses during their undergraduate career. Transfer credit applied to the distribution requirement in Group 2 must be in mathematics or computer science; it may not be in other quantitative subjects, for example statistics or logic.

### 3. Social sciences and history

Africana Studies 171, 172, 191, 204, 205, 220, 231, 271, 280, 290, 300, 301, 311, 370, 380, 381, 410, 420, 451, 459, 475, 478, 479, 483

American Studies 201, 202

Anthropology (all courses *except* 101, 275, 371, 390, 451, 452, 453, 474, 490)

Archaeology 100, 201, 202, 203, 204, 263, 275, 317, 353, 355, 362, 370, 402, 404, 458, 493, 494

Asian Studies: any two courses in Asian anthropology, economics, government, linguistics, or sociology given by the Department of Asian Studies or listed there under the areas of China, Japan, South Asia, and Southeast Asia, excluding only Freshman Writing Seminars and courses given outside the College of Arts and Sciences. A reasonable sequence is formed by taking any two courses in the same area, or by taking ASIAN 208, 211, 212, 215, or 218, followed by a social science course in that area. Alternative sequences will, under special circumstances, be considered but require the permission of the director of undergraduate studies.

Biology and Society 301, 342, 407, 427

City and Regional Planning 100, 101

Economics (all courses *except* 317, 318, 319)

Engineering 250, 292

Government

History

Linguistics

Near Eastern Studies 197, 198, 244 and all other courses in Near Eastern archaeology and history

Psychology (all courses *except* 123, 290, 307, 322, 324, 326, 332, 350, 361, 396, 410, 420, 422, 424, 425, 429, 431, 440, 441, 470, 471, 472, 473, 475, 478, 479, 491, 492)

Religious Studies 202, 213, 223, 234, 244, 247, 248, 249, 250, 252, 257, 263, 327, 328, 337, 344, 345, 346, 348, 349, 405, 420, 422, 428, 429, 442, 449, 451, 531

Science and Technology Studies 201,

233, 250, 281, 282, 287, 292, 350, 352, 360, 391, 401, 402, 407, 427, 433, 442, 444, 447, 467, 483, 490, 645, 687

Sociology

Women's Studies 203, 206, 210, 218, 220, 227, 238, 244, 262, 269, 273, 275, 277, 281, 305, 307, 321, 344, 345, 353, 357, 362, 368, 372, 377, 380, 384, 406, 408, 416, 425, 426, 428, 435, 438, 442, 444, 450, 455, 458, 459, 463, 466, 477, 478, 479, 493

### 4. Humanities and the arts

Africana Studies 202, 211, 285, 303, 304, 310, 422, 425, 431, 432, 435, 455

American Studies 201, 202

Anthropology 290, 451, 452, 453, 455

Archaeology 100, 221, 309, 357, 423, 434, 520, 629

Asian Studies: any two courses in Asian art, literature, religion or cultural history given by the Department of Asian Studies or listed there under the areas of China, Japan, Korea, South Asia, and Southeast Asia, excluding only Freshman Writing Seminars and courses given outside the College of Arts and Sciences. A reason-

able sequence is formed by taking any two courses in the same area, or by taking ASIAN 208, 211, 212, 215, or 218, either using two of these courses as a sequence or by following one with a course in the humanities in that area. Asian Studies 250 together with Religious Studies 101 will also satisfy the humanities requirement.

Biology and Society 205, 206

Classics (courses at the 200-level and above in Classical civilization, art, and archaeology; Classical languages at the 200-level and above)

Comparative Literature

English

French Literature

German Literature

History of Art

Italian Literature

Music (one course of at least three credits, *excluding* musical performance, organizations, and ensembles; or two courses, one of which may comprise *either* four credits in musical performance *or* three credits in organizations or ensembles)

Near Eastern Studies (courses in Near Eastern civilization or literature, including 244 and language courses at the 200-level and above)

Philosophy (all courses except courses in logic)

Religious Studies 101, 111, 130, 201, 213, 214, 223, 234, 244, 247, 248, 250, 252, 257, 262, 322, 327, 328, 348, 349, 355, 405, 421, 422, 428, 441, 451, 459, 476

Russian Literature

Science and Technology Studies 205, 206, 286, 381, 384, 389, 390, 481, 661, 681

Spanish Literature

Theatre Arts (except for technical production studios)

Women's Studies 210, 251, 263, 264, 279, 294, 335, 341, 346, 348, 349, 355, 358, 363, 370, 374, 376, 381, 404, 413, 427, 431, 433, 445, 446, 447, 451, 464, 470, 471, 475, 481, 486, 490, 491, 492, 493, 530, 594

#### Note on advanced placement credit

Students may apply no advanced placement credit toward satisfaction of the distribution requirement in Groups 3 and 4. Students majoring in one of the departments of the social sciences or humanities may apply up to three courses from their major toward distribution.

#### 5. Breadth requirements

Students must include in their undergraduate curricula at least one Arts and Sciences course that focuses on an area or a people other than those of the United States, Canada, or Europe, and one course in an historical period before the twentieth century. (Courses about Native American cultures may count toward the geographic breadth requirement if they focus on the cultures themselves and not interaction with European cultures) Courses that satisfy the geographic breadth requirement are marked with a @ when described in this

catalog. Courses that satisfy the historical breadth requirement are marked with a \*. Many courses satisfy both requirements, and students may in fact use the same course to satisfy both. They may also apply courses conferring proficiency in a non-Western language toward the geographical breadth requirement and use courses satisfying distribution, major, or elective (but not writing) requirements in satisfaction of either of the breadth requirements. Credit awarded by examination may not be applied to either of the breadth requirements.

#### The Major

In their last two years, students devote roughly one-half their time to acquiring depth and competence in a major subject. The choice of major is not intended to define a student's intellect or character or to lead to a lifetime's occupation, although it may do some of each. By majoring, students focus the full extent of their imaginative and intellectual capacities on something they care about.

Sophomores must be accepted by departments or programs as majors before registering for courses for the junior year. Most departments and programs specify certain prerequisites for admission to the major; students should consult the departmental listings on the following pages. A department may refuse to accept into the major any student whose performance does not meet departmental standards. To seek admission into a major, students take a copy of their transcript to an appointment with the director of undergraduate studies in their prospective major department.

**Available majors.** Majors are offered by each of the departments. There are also majors in American studies, archaeology, biology and society, dance, film, religious studies, Russian and East European studies, and women's studies.

Some students want to pursue an interest that cannot be met within an established major. They may plan, with the help of their faculty adviser, an independent major that includes courses from several departments. See "Independent Major Program," below, under "Special Academic Options."

Students are responsible for completing their majors according to the regulations and with the approval of their departments. Courses that fulfill major requirements may not be taken for S-U grades.

#### Double Majors

One major only is required for graduation. Some students choose to complete two majors. No special permission or procedure is required; students simply become accepted into both majors and find an adviser in each department. Both majors will be posted on the official transcript.

#### Electives

Of the 34 courses and 120 credits required for graduation, almost one-third are free electives. How students use these electives frequently makes the difference between an ordinary and a truly interesting curriculum. Students must complete at least four courses and at least 15 credits offered outside the major field and not used to fill another requirement. AP credits not otherwise used may be used to fulfill elective requirements. Students may group

electives to form a concentration separate from their major or even a second major. Some choose to explore a variety of subjects. Electives taken in other divisions of the university may be used to gain practical training or specialized knowledge. Some students develop a concentration in one particular department or subject outside arts and sciences. Students who choose to complete two majors may count courses in one of those majors as electives.

#### Residence

Eight semesters of full-time study in the College of Arts and Sciences are integral to earning the A.B. degree. Even if the minimum requirements can be met in fewer semesters, the faculty of the college expects students to take advantage of the resources of the university for eight full terms and obtain as rich and advanced an education in the liberal arts and sciences as possible.

Approved study abroad, SEA Semester, and Cornell-in-Washington are considered semesters of residence, but students may spend no more than two semesters on such programs and must be on campus during their last semester. Mid-year freshmen who study full-time in an approved curriculum at another institution during the fall preceding their matriculation in the college may, if they wish, count that semester as a semester of residence.

Semesters of extramural study in the Division of Continuing Education and Summer Sessions do not count as semesters of residence.

Transfer students from other institutions must spend a minimum of four semesters on the Cornell campus in Ithaca. Transfers from other colleges at Cornell must spend four semesters on campus in Ithaca as students in the Internal Transfer Division or in the college.

Students occasionally enter with advanced placement credit from other institutions, take leaves and complete courses at other institutions, or take summer courses at other institutions. The college will accept credit for such courses, if they are comparable to courses offered by departments at Cornell and are approved by those departments (approval forms are available in the Academic Advising Center, 55 Goldwin Smith Hall). Students may not, however, count such credit as part of the 100 credits required in the College of Arts and Sciences or use such credit to replace a term of residence. Students may not leave the college after fewer than eight semesters of residence and complete their undergraduate degrees with credits earned at other institutions or as part-time or summer students at Cornell.

**Acceleration.** Some students decide that they do not need eight semesters of residence to obtain a solid undergraduate education. These students, however, should compress the first four semesters and spend four full semesters in the major. Benefitting from opportunities for advanced, seminar, and independent (sometimes honors) work is what best characterizes undergraduate education in the college. Students considering acceleration should discuss their plans with their major advisor.

Accelerants should apply to graduate two semesters before their intended new graduation date. They should meet with the dean for



seniors in the Academic Advising Center, 55 Goldwin Smith Hall to obtain an "Application to Graduate."

1. Accelerants must meet either condition *a* or *b*:
  - a. Complete 60 credits before the beginning of the last four semesters and complete the prerequisites for admission to the major in time to spend *four* semesters in the major.
  - b. Pass 48 credits in College of Arts and Sciences courses numbered "300" and above. Upper-level courses taken in other colleges at Cornell University may count as College of Arts and Sciences credit only if approved for the major.
2. All accelerants are required to complete 100 credits at C or above. Courses completed with a grade of "S" will count toward the 100 credits.
3. Students may not use credits earned while on leave of absence to reduce their terms of residence.
4. Accelerants may not finish the degree with credits earned in summer or winter session, through part-time study (unless they meet the guidelines for part-time study), or at an off-campus program, including Cornell-in-Washington, SEA Semester, or study abroad. That is, they may not exit through any program other than a regular, full-time Cornell semester in Ithaca.

Students matriculating as freshmen may not compress their undergraduate education into fewer than six semesters of residence. Transfer students, both from other institutions and from other colleges at Cornell, must spend at least four semesters in the college on campus in Ithaca.

**Ninth term.** Students who can graduate in eight semesters should do so. If a worthy academic plan for a full ninth or tenth semester is presented, the dean for seniors can approve that plan and ask the registrar of the college to enroll the student as a special student for the additional work. Such a status allows enrollment in a full schedule of courses for full tuition and full use of campus resources, but allows financial aid only from loans or outside agencies, not from Cornell funds. Students who need only a part-time schedule of courses in a ninth or tenth term in order to graduate should complete the outstanding courses as an extramural student. Students may spend a ninth term in residence only with permission of the dean for seniors or the Committee on Academic Records. Such permission is normally granted only under circumstances such as the following:

1. Students who have been ill or have an exceptionally compelling academic plan.
2. Dual-degree students, who are pursuing a formalized five-year university curriculum.
3. Students attracted late to a field with a hierarchical curriculum (for example, physics).
4. Students who are academically under-prepared for the curriculum at Cornell and need to begin with a lighter schedule of courses than normal. (See Assistant Dean Turner, Academic Advising Center, 55 Goldwin Smith Hall, about this option.)

**Part-time study.** Students in good academic standing may take a personal leave of absence and enroll in the Division of Continuing Education, but such semesters of part-time study do not count as terms of residence and credits from such semesters may not be used to reduce the terms of residence. Students are allowed to earn their degrees as part-time students only if they present convincing academic or medical reasons for a reduced schedule or if they are Ithaca residents who are 23 years of age or older. Students may complete their degrees as part-time students at Cornell after fewer than eight semesters of full-time residence only if:

- 1) They have completed all degree requirements by the end of the seventh term, and could have received permission to accelerate.
- 2) They have received permission to accelerate, but have been forced to drop or delay a course for reasons beyond their control.
- 3) They are writing an honors thesis and can complete all degree requirements by taking two or fewer courses, one of which is the thesis itself.

### Courses and Credits

Students must complete at least 34 courses to graduate — that is, an average of four courses during each of six semesters and five courses during each of two semesters. A three- or four-credit course counts as one course; a two-credit course counts as one-half course. Single-credit courses do not count as part of the 34 except in certain cases when they form a part of a series (certain offerings in biology, music, and theatre arts) and two in the same series can be aggregated to count as one-half course. A six-credit language course counts as 1 1/2 courses, while the summer Falcon Programs in Asian languages count as ten credits and 2 1/2 courses each. Archaeology and geology fieldwork for more than six credits count as two courses each. Biology 281 counts as 1 1/2 courses. Other five- or six-credit courses count as one course. AP exam scores that result in an award of 3 or 4 credits count as one course; those that result in an award of 8 credits count as two courses.

Students must also complete 120 credits, 100 of which must be from courses taken in the College of Arts and Sciences. Courses approved for study abroad during a semester or academic year of full-time study (not summer study) and courses taken in certain off-campus residential programs may be counted toward the 100 credits required within the college and also toward the required 34 courses. Credits earned in other colleges at Cornell, or in any subject at U.S. institutions other than Cornell, do not count as part of the 100 nor, for students matriculating in Fall 1994 or after, do advanced placement credits count as part of the 100. The only exception is for courses (usually no more than three) that certain departments accept from other colleges at Cornell as fulfilling major requirements.

A course may not be used to fulfill more than one college requirement, with the following exceptions:

- 1) A course may be used to fulfill a distribution requirement and also a major requirement.

- 2) A one-semester course in foreign literature that is acceptable for achieving proficiency in that language may also be used as a partial fulfillment of the distribution requirement in the humanities and the arts.
- 3) Courses may count toward breadth requirements and toward any other requirement except Freshman Writing Seminars.

**Repeating courses.** Students occasionally repeat courses. If the instructor certifies that the course content has been changed, credit will be granted a second time. If the content has not changed, both grades will appear on the transcript and will be included in any average that is calculated, but credit will be counted toward the degree only once. Students who plan to repeat a course should submit a petition to the college registrar. If the original course grade was F, no petition is necessary.

**Auditing.** The college encourages its students to take advantage of its rich curriculum by sitting in on courses that interest them but do not fit into their schedules for credit. As long as the instructor agrees, students are welcome to visit courses. Small seminars and language courses are sometimes not open to visitors. Audited courses do not, of course, appear on the student's schedule or transcript.

**Transferring credit.** The college evaluates credit received from either another school or college at Cornell University or another accredited institution of collegiate rank to determine the number of credits and courses the student may apply toward the various requirements for the Bachelor of Arts degree at Cornell. Credit evaluations are normally provided to external transfers at the time they are notified of their admission.

Transfer students must successfully complete at least 60 credits and 16 courses at Cornell; they must be in residence for four regular semesters. Summer session does not count toward the residence requirement. Advanced placement credit awarded by other colleges, either at Cornell or elsewhere, is subject to a re-evaluation by the college.

**Advanced placement credit.** See p. 5.

**Summer session credit.** A student may earn credit toward the degree by completing courses in Cornell's summer session or by petitioning to take courses at other colleges. Students should consult their advisers regarding summer study plans.

Credit for summer courses not taken at Cornell must be approved by the appropriate Cornell department. Approval forms and information are available in the Academic Advising Center, 55 Goldwin Smith Hall. Credit earned in summer courses other than those at Cornell will not count toward the 100 credits required in the college (including summer or orientation programs abroad.) Transcripts from other institutions must be sent to the associate registrar, 55 Goldwin Smith Hall.

Entering students who want to receive credit toward the degree for courses completed in a summer session away from Cornell should have transcripts sent to the associate registrar, 55 Goldwin Smith Hall, during the summer before matriculation. Credits completed in Cornell summer sessions will be awarded automatically.

Summer session at Cornell or elsewhere does not count toward the eight-semester residence requirement.

**Noncredit courses.** The college does not grant credit toward the degree for every course offered by the university. Courses in remedial or developmental reading, high school mathematics, supplemental science and mathematics courses offered by the Learning Skills Center, keyboarding, shorthand, and military training courses are among those for which credit is not given and that do not constitute part of the 12 credits required for good academic standing (see list below). Faculty legislation strictly prohibits granting credit toward the degree for service as an undergraduate teaching assistant, even though the department may record credit for such service on the transcript. Examples of non-credit courses:

All courses numbered below 100 (with the exception of Computer Science 099)  
All courses in Military Science, Naval Science, and Aerospace Studies  
Biology G 498  
Communications 498  
Education 498  
Hotel Administration 170  
Human Development and Family Studies 403  
Human Ecology 100, 101  
Human Service Studies 403  
Mathematics 109  
Nutritional Science 403  
Psychology 498

### Physical Education

See "University Requirements for Graduation," p. 13. The college does not count physical education credit toward the 120 credits required for graduation, nor toward the twelve credits required for good standing each semester.

## SPECIAL ACADEMIC OPTIONS

### Degree Programs

The following programs allow students to work toward more than one degree or to alter the regular college requirements or departmental requirements for the major.

#### Independent Major Program

The Independent Major Program allows students to design their own interdisciplinary majors to pursue an interest that cannot be met within an established major. Proposals for an independent major must be equivalent in coherence, breadth, and depth to a departmental major, well suited to the student's academic preparation, and consistent with a liberal education. Proposals must also be supported by a faculty adviser and are assessed by a board of faculty members. Independent majors substitute for established majors, but students must still satisfy all the other requirements for the baccalaureate degree. Students should contact the director of the Independent Major Program, Academic Advising Center, 55 Goldwin Smith Hall, for further information. Deadlines for submitting independent major proposals are listed on the

calendar supplement for the College of Arts and Sciences.

### College Scholar Program

The College Scholar Program frees up to forty students in each class from the usual college requirements for a degree and allows them to design their own curricula. It is meant to serve students whose interests and talents would benefit from a little more academic freedom than other students have, who demonstrate exceptional promise, and who show the maturity to plan and carry out, with the help of their adviser, a well-designed program of studies. College Scholars do not all design the same kind of program: some, for instance, pursue diverse interests, while others integrate a variety of courses with a common theme.

College Scholars must complete 120 credits of course work (100 in the college), 34 courses, and, unless they receive special permission from the program to accelerate, eight full terms of undergraduate study. They must complete the physical education requirement. All College Scholars must complete a senior project. They are not required to complete or fulfill the distribution requirements, although members of the College Scholar Advisory Board believe that the spirit of the requirement is a good one.

Each applicant to the College Scholar Program is asked to write an essay, which is due the last Wednesday in April of the freshman year. Mid-year freshmen apply at the end of their first spring semester in the college. Students should contact the Academic Advising Center, 55 Goldwin Smith Hall, for further information.

### Dual-Degree Program with Other Colleges

The Dual-Degree Program enables especially ambitious undergraduate students to pursue programs of study in two colleges. Dual-degree candidates may earn both a Bachelor of Arts degree from the College of Arts and Sciences and (1) a Bachelor of Science degree from the College of Engineering or (2) a Bachelor of Fine Arts degree from the Department of Art in the College of Architecture, Art, and Planning or (3) a Bachelor of Science degree in urban and regional studies from the Department of City and Regional Planning in the College of Architecture, Art, and Planning or (4) a Bachelor of Science degree in architectural history from the Department of Architecture in the College of Architecture, Art, and Planning. Students enter one of these colleges as freshmen or sophomores and begin the Dual-Degree Program with the second college in the second or, in some cases, the third year. The Dual-Degree Program ordinarily takes five years to complete, and students are eligible for five years of financial aid. For further information students should contact Assistant Dean Saraydar, Arts and Sciences Admissions, 172 Goldwin Smith Hall.

### Double Registration with Professional Schools

Registration in the senior year of the College of Arts and Sciences and the first year of Cornell Law School, Cornell Medical College, or the Johnson Graduate School of Management, is possible. A few exceptionally well-prepared students who have earned 105 credits before the start of the senior year and have been accepted by one of the above-

named professional schools may be permitted to register simultaneously in the college and in one or another of these professional schools during the seventh and eighth terms. Students with eight or fewer credits to complete may apply to enter the Master's of Engineering program during the eighth semester; dual-degree students may enter this program no earlier than the ninth semester.

Students interested in the joint program with the Law School or the Graduate School of Management, or the Master's of Engineering program should see the dean for seniors, Academic Advising Center, 55 Goldwin Smith Hall.

Students registering simultaneously in the college and in the Cornell Medical College receive the Bachelor of Arts degree after the first year of medical studies and the Doctor of Medicine degree after the remaining three years of medical college are completed. Interested students should contact the health careers coordinator, 203 Barnes Hall.

Double-registered students must, of course, complete all requirements for the A.B. degree, including 100 credits in College of Arts and Sciences courses.

### Teacher Education in Science and Mathematics

Students at Cornell may pursue teaching credentials in biology, chemistry, earth science, general science, mathematics, and physics. Teacher Education in Science and Mathematics (TESM) is a university program jointly conducted by the departments of education and mathematics. Although TESM offers options for undergraduate and graduate study, most students enroll in a five-year program, which combines an undergraduate major in mathematics or one of the sciences with a one-year Master of Arts in Teaching degree (MAT). Students from any college at Cornell are eligible to apply to the program as undergraduates, usually during their sophomore year.

For more information, contact the TESM student support specialist at 255-9255 or the program coordinator, D. Trumbull, 255-3108.

### Special-Interest Options

The following options do not alter the college's requirements but enable students to pursue special interests within the usual program.

#### Informal Minors

Some students organize electives within a discipline or department. Such informal minors are not noted on the transcript.

#### Concentrations

Interdisciplinary concentrations, described in the pages following the descriptions of the departments and their curricula, provide structures for organizing electives. Completed concentrations are noted on the transcript.

#### Independent Study

Independent study affords students the opportunity to pursue special interests or research not treated in regularly scheduled courses. A faculty member, who becomes the student's instructor for the course, must approve the program of study and agree to provide continuing supervision of the work. Students must prepare a proposal for

independent study (proposal forms are available in the Academic Advising Center, 55 Goldwin Smith Hall). In one semester students may earn up to six credits with one instructor or up to eight credits with more than one instructor.

### Undergraduate Research Program

One of the best ways to benefit from being an undergraduate at a research university and at Cornell in particular is to become an apprentice in on-going faculty research. About 400 students participate each year in creating new knowledge and earn independent study credit for what they learn and contribute. They sharpen their critical and creative abilities and can test their interest in pursuing a research career. Sometimes they publish their work.

The Undergraduate Research Program in Goldwin Smith Hall gathers information about research opportunities in most disciplines of the liberal arts and sciences, guides students in finding further opportunities—both on campus and elsewhere, and both during the academic year and during the summer—and helps students prepare for research and present themselves as candidates for apprenticeships. Other students locate research opportunities independently through faculty whose courses they have taken, through their major departments, or through published materials.

The Cornell Undergraduate Research Board, an undergraduate organization, conducts an annual open house to help students get started in research and an annual forum at which undergraduates present their work.

Students interested in this program should see Assistant Dean Williams, Academic Advising Center, 55 Goldwin Smith Hall.

### Language Study

More than forty languages are taught in the College of Arts and Sciences; some of them are taught only at Cornell. A full range of language, literature, and cultural courses are available in most of the major ancient and modern languages through the joint efforts of the Departments of Linguistics and Modern Languages and the departments that specialize in literary and cultural study: the Africana Studies and Research Center and the departments of Asian Studies, Classics, German Studies, Near Eastern Studies, Romance Studies, and Russian Literature. Semi-intensive courses afford students the option of accelerating the development of language skills.

### FALCON (Full-Year Asian Language Concentration)

FALCON allows students who are interested in the Far East to study Chinese, Indonesian, or Japanese exclusively for one year. They gain proficiency in the language and familiarity with the culture. Students who are interested in the Far East should be aware of the opportunities here to pursue rapid and thorough beginning studies on campus with the objective of studying abroad later—in China, Japan, or Southeast Asia.

### Language House Program

A complement to classroom cultural and linguistic instruction, the Language House Program combines residential and academic opportunities for developing and practicing

conversational skills in French, German, Italian, Japanese, Mandarin Chinese, Russian, and Spanish. It helps prepare students who plan to study abroad and helps returning students share their cultural experiences while further increasing their language skills.

Students interested in this program should see Academic Administrator Evett, 136 Goldwin Smith Hall.

### Prelaw Study

Law schools neither require nor prefer any particular program of study; they do seek students with sound training in the liberal arts and sciences. It is important that students plan a program in which they are interested and do well. Beyond that, students are advised to take courses that will develop their powers of precise, analytical thinking and proficiency in writing and speaking.

The college offers a concentration in law and society. Students should work toward completion of this concentration because they find it interesting, not because they believe it will convince law schools of their interest.

The adviser for students in the College of Arts and Sciences who are applying to law school is Assistant Dean Cox, Arts and Sciences Admissions, 172 Goldwin Smith Hall.

### Premedical Study

The breadth and depth afforded by a liberal arts education are invaluable for people who plan medical careers, whether they intend to practice or go into medical research. Such training has a profound effect on the doctor's usefulness to patients, and it affords the flexibility of mind that is needed for major research undertakings. Medical and dental schools do not prescribe or even prefer a particular major; they do, however, require particular undergraduate courses, and most students are well advised to begin chemistry in their freshman year. Students who are interested in medical careers are urged to visit the Health Careers Office, 203 Barnes Hall.

The adviser for students in the College of Arts and Sciences who are planning careers in medicine is Assistant Dean Turner, Academic Advising Center, 55 Goldwin Smith Hall.

### Off-Campus Programs

Many students find it important to their majors or to their overall academic programs to study off campus or abroad for one or two semesters. When it makes academic sense, the college encourages its students to pursue such studies and grants credit toward the degree for work satisfactorily completed.

### Study Abroad

All students planning to study abroad apply through Cornell Abroad; please see the Cornell Abroad program description in the introductory section of Courses of Study. Each year about 200 undergraduates in Arts and Sciences include semester- or year-long study abroad as part of their formal undergraduate education. Ideally, study abroad builds upon a broad liberal arts background in the early semesters: area studies, language training, and preparation in the proposed field of study are all essential.

The college encourages wherever possible study at foreign institutions alongside their degree candidates rather than study in self-contained programs that offer courses

specially designed for foreigners. The goals of this educational immersion are several: to deepen students' understanding of the organization of knowledge into disciplines with their own methodologies and perspectives; to involve students in social relationships with peers who may hold a new and unexpected range of social attitudes; to hear from leading academics the modes of inquiry, methods of analysis, and educational values of higher education offered to students of another country. Focused academic work in the right institution abroad can prepare students for advanced study or honors work in the final semesters back in Ithaca.

Many students go abroad to pursue work in their majors. Economics and government majors get new views of the European Union or foreign policy with study at the London School of Economics, the University of Geneva, or the Institute of Political Studies ('Sciences Po') in Paris. Biology and chemistry majors have carried their research interests to Oxford, England, Continental universities, and the University of New South Wales in Australia.

Some students pursue an informal minor to complement the major. For instance, one mathematics major completed a certificate in Dutch studies at Leiden University in the Netherlands. Others combine a premed curriculum with a major in Asian studies enhanced by study in Japan, China, or Nepal. Students with majors in the traditional disciplines can often complete a second major in the interdisciplinary study of a particular region through appropriate study abroad.

The college advocates study abroad that enables students to become competent enough in another language to experience daily life, develop social relationships, and accomplish formal course work in that language. **Students who intend to study abroad in a country where the host language is not English must demonstrate a serious commitment to learning the language through course work before studying abroad.** At least one area studies course or one course in the history, culture, economics, politics, or social relations of the country of destination should be part of every student's preparation for study abroad.

Students planning to study abroad need solid academic credentials to do so productively and successfully. The college requires a minimum overall GPA of 3.0 for all Cornell course work and good academic standing in the semester immediately before going abroad.

Study abroad is possible during the sophomore and junior years or during the first semester of the senior year. Study abroad in the final semester is rarely approved. Important steps to prepare for study abroad include

- substantial progress with college distribution requirements;
- admission to a major and a faculty adviser in the major;
- clear academic agenda for study abroad;
- appropriate study of the country or region of destination, especially language study.

Study abroad can earn up to 15 liberal arts and sciences credits per semester of full-time course work as long as the curriculum abroad

is consistent with that of the college. Courses that fall outside the scope of the liberal arts and sciences may earn non-Arts credits. Students must carry a full course load as defined by the host institution. Students may spend up to two semesters abroad. Only those with compelling academic reasons may study in more than one location over two semesters. The college does not approve study abroad that tours more than one country or that is more touristic than scholarly in content and structure. Students must continue study of the host language while abroad. Only in exceptional circumstances will the college approve programs which, in non-English speaking countries, provide no language training.

All courses taken abroad will appear on the Cornell transcript and grades earned are reported in the system of the host institution. Grades earned through course work abroad do not become part of the Cornell GPA, because grades at other institutions are rarely equivalent to grades at Cornell.

Students who transfer to Cornell must complete a minimum of four semesters of residence on campus in Ithaca and may not study abroad during one of those four semesters.

Applications to study abroad must have the support of a faculty adviser in the major and the approval of the college. Although students investigate options for study abroad and submit final applications through the Cornell Abroad office, Arts and Sciences applicants submit to the college an essay describing the academic rationale for study abroad and an outline of prospective courses abroad. Students planning study abroad must consult their faculty advisers and an assistant dean in the Academic Advising Center, 55 Goldwin Smith.

#### Summer Residential Programs In Archaeology

During the summer months students may participate in a Cornell-sponsored archaeological project. In recent years the program has organized archaeological projects in New York State, Central America, Greece, and Italy. Students should contact the Archaeology Program for information about the sites currently available.

#### Marine Science

Shoals Marine Laboratory is a seasonal field station that offers a variety of courses and experiences designed to introduce undergraduates to the marine sciences. The laboratory is located on Appledore Island, six miles off the Maine/New Hampshire coasts. Students should contact the Division of Biological Sciences for further information.

#### Cornell-in-Washington

The Cornell-in-Washington program offers students from all colleges within the university an opportunity to earn full academic credit for a semester in Washington, D.C. Students take courses from Cornell faculty, conduct individual research projects, and work as externs. The Cornell-in-Washington program offers two study options: 1) studies in public policy, and 2) studies in the American experience. The program also offers a unique externship opportunity: students serve as externs in a federal agency, congressional office, or non-governmental organization and take part in a public policy or humanities

seminar. They define and carry out individual research projects under the supervision of Cornell faculty. Potential externships are arranged through, and approved by, the Cornell-in-Washington program. For further information, see p. 19 or inquire at 131 Sage Hall, 255-4090. Seniors who wish to study in Washington during their final semester must petition the college for permission to do so; they should first consult with the dean for seniors, Academic Advising Center, 55 Goldwin Smith Hall, 255-5004.

#### Fieldwork

Sometimes it is appropriate for students to include fieldwork as part of their major. A three-member faculty committee helps the student plan the project, arranges for ongoing supervision, and evaluates the project at the end of the term. Fieldwork almost always involves writing a long paper or several short ones, as well as practical experience. All proposals for fieldwork must be presented in advance to the Committee on Academic Records for approval. A maximum of 15 credits in fieldwork may be earned. For further information students should contact an advising dean in the Academic Advising Center, 55 Goldwin Smith Hall.

### ADVISING

The following advisers and offices provide academic advising or information on college procedures and regulations.

#### Faculty Advisers

All new students are assigned a faculty adviser. The adviser helps students design programs of study and advises them about ways to achieve their academic goals. Advisers and new advisees meet first during orientation week to plan the student's program. New students are encouraged to see their advisers again early in the term, before it is too late to drop courses, to discuss their academic program and to become better acquainted. Academic difficulties may frequently be solved or avoided if students and advisers recognize problems early. Advisers and advisees meet at least once each semester to discuss courses for the following term.

Students who would like to petition for an exception to college rules should discuss the matter with their advisers.

Advisers may also help students with study or personal problems or may direct them to other offices on campus where help is available.

#### Student Advisers

Each new student is supplied with a list of student advisers who can provide information about the college's requirements, courses, and instructors and about life at Cornell.

#### Major Advisers

After acceptance into a major, students are assigned a major adviser, a faculty member in the major department, with whom they make many of their most important academic decisions at Cornell. The adviser eventually certifies the completion of the major. The major adviser should be consulted by the student about all academic plans, including

honors, study abroad, acceleration, and graduate study. The adviser's support is especially important if a student petitions for an exception to the requirements for the degree.

### Academic Services

The Academic Advising Center, 55 Goldwin Smith Hall, 255-5004 and the Office of Admissions, 172 Goldwin Smith Hall, 255-4833, offer resources for faculty and student advisers and for students themselves and their parents. Advising deans are available to help students define their academic and career goals and to help with special academic options and exceptions to college rules:

Lynne S. Abel, associate dean for undergraduate education, independent majors and college scholars—255-5004

Patricia M. Dougherty, college registrar—255-5051

Thak Chaloemtiarana, associate dean for seniors—255-4833

John Chiment, assistant dean for freshmen (fall matriculants)—255-5004

Gerry Cox, assistant dean, pre-law adviser, and coordinator of outside scholarships—255-4833

Michele Crane, associate registrar—255-5051

Daniel H. Evett, coordinator of international admissions and academic administrator, Language House—255-6543

Ken Gabard, assistant dean and adviser for internal transfer students—255-4833

Steve Saraydar, assistant dean for freshmen (spring matriculants) and dual-degree students—255-4833

Maria S. Terrell, assistant dean for sophomores and juniors—255-5004

Janice Turner, assistant dean for minority programs and premedical adviser—255-5004

Peggy Walbridge, assistant dean for transfer students and students with disabilities—255-4833

Marilyn Williams, assistant dean for undergraduate research, scholastic development and Career Center liaison—255-5004

### REGISTRATION AND COURSE SCHEDULING

#### Enrollment in Courses in the College of Arts and Sciences

Students must enroll in courses through the Academic Advising Center, 55 Goldwin Smith Hall.

#### New Students

During orientation week the dean for freshmen and the dean for transfer students conduct briefings about scheduling courses for new students.

#### Continuing Students

Continuing students are expected to select and schedule courses in advance during the previous term. Students who fail to sign into courses during the designated period must wait until the beginning of the semester and



may have difficulty securing places in those they most want. Students may schedule up to five courses during the course enrollment (preregistration) period. Before signing into courses, students should make appointments with their faculty advisers to plan their programs. Course enrollment (pre-registration) is the best time to discuss long-range goals with faculty advisers. All students are welcome to discuss programs and plans with an advising dean in the Academic Advising Center, 55 Goldwin Smith Hall, or in the Office of Admissions, 172 Goldwin Smith Hall.

At the beginning of each term students should check their schedules and records on "Just the Facts."

### Limits on Courses and Credits

To meet the 34-course requirement, students must normally take four courses during each of six semesters and five courses during each of two semesters. To meet the 120-credit requirement, students should average 15 credits per semester. (AP credit and/or summer credits may reduce these numbers.) At a minimum, students must carry twelve credits per semester; if for compelling personal or academic reasons students need to carry fewer than twelve credits, they should consult their faculty adviser and an advising dean. Permission is by petition only; it is relatively freely given for first-semester students. Completion of fewer than twelve credits without permission results in unsatisfactory academic standing. First-term freshmen must petition to register for more than eighteen credits; other students may register for more than eighteen credits a term only if their previous term's average was a 3.0 or higher. No more than twenty-two credits may be taken in a regular semester without permission of the Committee on Academic Records. Students who fail to seek approval for excess credits from the committee run the risk of having only 18 credits for the semester count toward the degree.

Any student who is not officially enrolled in a schedule of courses by the end of the third week of classes may be withdrawn from the college.

**Attendance** in classes is a matter between students and their instructors. If a student cannot attend classes because of illness or family crisis, the Academic Advising Center will notify instructors when requested to do so, but students must arrange to make up examinations or other work with their instructors. When students will be absent because of religious holidays or athletic competitions, they must discuss arrangements for making up their work with their instructors. Students who must miss an examination must contact the professor in advance. Alternative arrangements are at the discretion of the instructor.

### Adding and Dropping Courses

After course enrollment (preregistration), students may not adjust their schedules until the new term begins. During the first three weeks of the semester, students may change courses without petition. Add/drop forms are available in the Academic Advising Center, 55 Goldwin Smith Hall.

After the third week of classes, students may petition to add courses. They may drop courses up to the seventh week. Between the seventh and twelfth weeks students may

petition to withdraw from courses, if (1) the instructor approves; (2) the adviser approves, (3) no issue of academic integrity is at stake and (4) an advising dean approves. Students must meet with an advising dean to obtain petition forms.

Courses dropped after the seventh week will be noted on the transcript by a "W" where the grade would normally appear. No petitions to withdraw from courses may be submitted after the end of the twelfth week in the term. Deadlines for short courses will be adjusted according to the length of the courses. After the midpoint of a short course, students who wish to add or drop the course must petition to do so.

### Leaves of Absence

Taking time off from college to think about goals and progress, to gain additional experiences or funds, or just to take a break from studying is sometimes useful to students. Those in good standing who take a leave before the beginning of any semester or by the end of the seventh week of the semester are welcome to register in the college the following semester. Five years is the maximum length of time a student may be on leave and return without special permission. Leaves of absence are of four types.

- 1) *Personal leaves* impose no conditions concerning reentering the college except for the five-year limit. Readmission is automatic upon written request made at least one month before the beginning of the term in which the student wishes to return.
- 2) *Medical leaves* are granted by the college only upon recommendation by a physician from Gannett Health Center. Such leaves are granted for at least six months and up to five years with the understanding that the student may return at the beginning of any term after the medical condition in question has been corrected. In some cases students must satisfy the Gannett Health Center that the condition has been corrected before they may return. The student's academic standing will also be subject to review at the time of the leave and on return.
- 3) *Conditional leaves* may be granted by an advising dean if the student is not in good standing or, in unusual circumstances, after the seventh week of the term. Normally students may not return from conditional leaves for at least two terms or until specific and individual conditions, such as completing unfinished work, have been met.
- 4) *Required leaves:* The Committee on Academic Records may require a leave of absence if a student is not making satisfactory progress toward the degree. See the section "Academic Actions."

Any student who wishes to take a leave of absence should consult an advising dean in the Academic Advising Center. On readmission, the student's graduation date will be recalculated according to the number of terms completed, the number of acceptable credits earned toward the degree, and the requirements for graduation.

Students who take courses elsewhere while on leave may petition to have credits transferred and applied toward the 120 credits needed for graduation, but not the 100 credits

required in the college. Approval depends on acceptable grades and the judgment of the relevant departments. Credits earned during a leave do not count toward the eight semesters of residence and may not be used to reduce the terms of residence. See the section "Residence."

### Withdrawals

A withdrawal is a voluntary severance of connection with the university. If a student wants to withdraw after registering for the term, the withdrawal must be requested before the end of the seventh week of classes to avoid grades of "W" on the transcript. A notation of "W" will appear on the transcript for any course dropped after the seventh week. On withdrawal it is assumed that the student will not reregister in the college. Students seeking readmission after withdrawing from the college must write to the Committee on Academic Records for permission. If a student fails to register for a term and does not request a leave, the student will be withdrawn from the college for failure to register.

### Transferring within Cornell (Internal Transfer)

Internal transfer from one college or school at Cornell into another is attractive for many students whose intellectual interests change. Students who want to transfer should discuss their eligibility with a counselor at the new school or college.

In some cases students who want to transfer into the College of Arts and Sciences may transfer directly. In other cases they may be referred to the Internal Transfer Division. During the term immediately preceding transfer into the College of Arts and Sciences, students should complete at least 12 credits of courses in the College of Arts and Sciences with superior grades and without any grades of *Incomplete*, any S-U grades (unless only S-U grades are offered for that particular course), or any grades below C. Satisfying this minimum requirement does not, however, guarantee admission. Admission to the college is based on consideration of the student's entire record at Cornell and the high school record, not just the work of one semester. Interested students should see Assistant Dean Gabard, Arts and Sciences Admissions, 172 Goldwin Smith Hall.

## ACADEMIC STANDING

Students are in good academic standing for the term if they successfully complete at least 12 credits by the end of the term and receive no more than one D and no F or U grades. If a student completes only three courses, all grades must be above D. In addition, students are expected to make satisfactory progress toward satisfying requirements for the degree, and to earn grades of C (not C-) or better in at least 100 of the total credits for the degree. Courses listed above under "Noncredit courses" do not count towards good academic standing.

### Academic Actions

Students who are not in good academic standing will be considered for academic action by the faculty's Committee on Academic Records or by one of the deans of the college.



**Warning.** Any student who fails to maintain good standing will, at a minimum, be warned. The warning may be given by an advising dean in the college or by the Committee on Academic Records. A warning is posted on a student's unofficial college transcript but is not reported to the university registrar and does not appear on official transcripts.

**Required leave of absence.** A student in serious academic difficulty may be required by the Committee on Academic Records to take a leave of absence, normally for a full year. Usually, but not necessarily, the Committee on Academic Records warns students before suspending them. Before being allowed to return and reregister in the college, students must describe what they did on leave and how they resolved their problems and submit a plan for completing the degree. In some cases the students will be required to furnish evidence that they are ready to return before being allowed to reregister in the college. Students who request to return in less than a year must present to the committee exceptionally strong evidence of their readiness to return. "Required leave" and the date are posted on the student's transcript.

**Required withdrawal.** The Committee on Academic Records may dismiss a student from the college because of a highly unsatisfactory record for one term or for failure to make satisfactory overall progress in grades, credits, or the requirements of the major. This action expels the student permanently from the college. "Required withdrawal" and the date are posted on the student's transcript.

Students being reviewed for academic action are urged to present evidence that will help explain their poor academic performance. Students may appeal a decision or action of the committee if they have new relevant information to present.

#### Forgery on Forms

Forging signatures or credentials on college forms is an academic offense; sometimes it constitutes academic fraud. In all cases of forgery on academic forms, the effect of the forged documents shall be negated. Students may then petition properly to do whatever they attempted to do improperly. Such incidents will be recorded in the Academic Integrity Hearing Board confidential file for forgeries. If a student forges more than once or if the forgery would advance the student's academic standing unfairly or fraudulently or if, for any other reason, the situation requires some response in addition to the uniform penalty, the Academic Integrity Hearing Board might make a different recommendation, such as a notation on the student's transcript, suspension, or dismissal.

## GRADES

### Letter Grades

See Grading Guidelines, page 12.

### S-U Grades

The S-U (satisfactory-unsatisfactory) option allows students to explore unfamiliar subjects or take advanced courses in subjects relatively new to them without being under pressure to earn high grades. It is not meant to reduce the amount of work a student completes in a

course or the amount of effort a student devotes to a course. Students must select their grading option during the first three weeks of the term (virtually no exceptions to this deadline are permitted), although the S-U option is contingent upon the instructor's willingness to assign such grades. A grade of S is equivalent to a grade of C- or higher; a grade of U, which is equivalent to any grade below C-, is a *failing* grade equal to an F. S means the student receives the credit specified for the course. U means no credit is given. A few courses in the college are graded exclusively S-U; in that case, the final grade appears on the transcript as SX or UX.

Courses that will count toward satisfaction of major requirements should not be taken for an S or U grade unless the department grants permission. Students may elect the S-U option in courses used to satisfy the distribution, language, and elective requirements, provided that such courses do not also count toward major requirements or serve as prerequisites for admission to the major. Students are advised to use the S-U option sparingly if they intend to apply to graduate school or for transfer to another college. There is no limit on the number of courses each term for which students may elect the S-U grade, but within the 120 credits required for the degree, a minimum of 80 credits must be in courses for which a letter grade was received.

### Grades of Incomplete

A grade of incomplete signifies that a course was not completed before the end of the term for reasons beyond the student's control that are acceptable to the instructor. Students must have substantial equity in the course; that is, they must be able to complete the remaining work without further registration and must have a passing grade for the completed portion. When a grade of incomplete is reported, the instructor submits a form stating what work must be completed, when it must be completed, and the grade earned if the work is not completed by that date. When a final grade is reported, it is recorded on the official transcript with an asterisk and a footnote explaining that this grade was formerly an incomplete.

Students must resolve any incompletes with their instructors before graduation.

### R Grades

R designates two-semester or year-long courses. The R is recorded on the student's transcript at the end of the first term. The grade recorded at the end of the second term evaluates the student's level of performance in the course for the entire year. The total of credits earned for the whole course is listed each term.

### Grade Reports

Students should periodically check their courses and grades on "Just the Facts" to be sure that they are recorded correctly.

### Class Rank

The college does not compute class rank.

## GRADUATION

### Application to Graduate

In the first semester of their senior year, students must complete an application to graduate so that the college can check each student's plan for fulfilling college requirements. This process is intended to help seniors identify problems early enough in the final year to make any necessary changes in course selection to satisfy those requirements. *Meeting graduation requirements is the student's responsibility*; problems that are discovered, even late in the final term, must be resolved by the student before the degree can be granted.

### Degree Dates

There are three degree dates in the year: May, August, and January. Students who plan to graduate in August may attend graduation ceremonies in the preceding May. Students graduating in January are invited to a special recognition ceremony in December; they may also attend graduation ceremonies in the following May.

### The Degree

The College of Arts and Sciences grants the A.B. (or B.A.) degree. A.B. is the abbreviation of the Latin name for the degree: "Artium Baccalarius," or translated into English, B.A.: "Bachelor of Arts."

## Honors

### Dean's List

Inclusion on the Dean's List for academic excellence is an honor bestowed by the dean of the college. The criteria are subject to change from semester to semester and are available in the Academic Advising Center, 55 Goldwin Smith Hall.

### Bachelor of Arts with Honors

Almost all departments offer honors programs for students who have demonstrated exceptional ability in the major and who seek an opportunity to explore branches of their subject not represented in the regular curriculum or to gain experience in original research. The honors programs are described by individual departments in the following sections. The degree of Bachelor of Arts with honors will be conferred upon students who, in addition to having completed the requirements for the degree of Bachelor of Arts, have satisfactorily completed the honors program in their major and have been recommended for honors by their major department, the Independent Major Program, or the College Scholar Program. Concentrations do not offer honors programs.

### Bachelor of Arts with Distinction

The degree of Bachelor of Arts with distinction in all subjects will be conferred on students who have completed the requirements for the degree of Bachelor of Arts, if they have met the following requirements by the end of their final semester:

- 1) completed at least 60 credits while registered in regular sessions at Cornell;
- 2) ranked in the upper 30 percent of their class at the end of their seventh semester, or next-to-last semester for transfers and accelerants;

- 3) received a grade below C- in no more than one course;
- 4) received no failing grade;
- 5) maintained good academic standing, including completing a full schedule of at least 12 credits, in each of their last four terms; and
- 6) have no *Incompletes* remaining on their records.

## CALENDAR SUPPLEMENT

All of the dates in the university calendar at the front of this volume apply to all Cornell students. Listed below are some additional dates that are of importance for students in the College of Arts and Sciences.

	<i>Fall 1996</i>	<i>Spring 1997</i>
First deadline for submitting independent major requests. Go to Academic Advising Center, 55 Goldwin Smith Hall, for further information.	Sept. 30	Feb. 24
Last day for adding courses without petition.	Sept. 20	Feb. 7
Last day for changing grade option to S-U or letter.	Sept. 20	Feb. 7
Second deadline for submitting independent major requests. Go to Academic Advising Center, 55 Goldwin Smith Hall, for further information.	Dec. 2	April 7
Last day for requesting leave of absence or withdrawal for the current term.	Nov. 15	April 18
Last day for dropping courses without petition.	Oct. 18	March 7
Deadline for applying to study abroad.	See Cornell Abroad, 474 Uris Hall	
Course enrollment (pre-registration) for the following term.	TBA	TBA
Last day to petition to drop a course.	Nov. 25	April 18
Deadline for applying to the College Scholar Program.		April 30
Deadline for requesting internal transfer to the College of Arts and Sciences for the following term.	Dec. 6	May 2

## ADMINISTRATION

Phillip Lewis, dean—255-4146

Peter Kahn, associate dean—255-4147

Biddy Martin, associate dean—255-4147

Lynne S. Abel, associate dean for undergraduate education—255-3386

Thak Chaloemtiarana, associate dean and director of admissions—255-7061

Jane V. Pedersen, director of administration and finance—255-7507

## Courses and Departments

### SPECIAL PROGRAMS AND AREAS OF CONCENTRATION

The college offers a number of interdisciplinary programs described in the section following the departmental program descriptions.

### AFRICANA STUDIES MAJOR

See "Special Programs and Interdisciplinary Studies."

### AKKADIAN

See Department of Near Eastern Studies.

### AMERICAN STUDIES

See "Special Programs and Interdisciplinary Studies."

### ANTHROPOLOGY

D. Holmberg, chair; R. Ascher, T. Bestor, J. Borneman, J. Fajans, D. Greenwood, J. Henderson, B. J. Isbell, A. T. Kirsch, J. Krier, B. Lambert, K. March, V. Munasinghe, P. S. Sangren, V. Santiago-Irizarry, J. Siegel, M. Small, R. Smith, T. Volman

Anthropology is one of the most diverse disciplines in the university. Spanning human evolution, the development and heterogeneity of language and culture, human history, and the diversity of cultures past and present, the field has enormous scope, utilizes a wide variety of methods, and addresses basic issues about human origins and human life while retaining an active interest in understanding social life as a means to effect positive social change. Thus, anthropology is an ideal "liberal arts" major, but can also serve as a major that, when properly designed, prepares students for a wide range of professional careers, e.g., law, medicine, social services, business, etc.

### The Major

The range and complexity of the field of anthropology requires active collaboration between the student and a faculty adviser in

the development of an individualized program of study. To enter the anthropology major, a student must pass one course in each of the two broad introductory areas of anthropology: "Nature and Culture" and "Culture and History" as listed below under the heading "Introductory Courses." Provisional acceptance into the major is possible before completing these courses with permission from the Director of Undergraduate Studies in Anthropology. When first entering the major, the student and the adviser work out a preliminary program of study constructed in light of the student's interests and goals.

In the first semester of the junior year, the student and adviser formalize a concentration reflecting the special interests of the student and select a set of courses from those listed below as a program of study. Once it is developed, they submit this plan to the Anthropology Curriculum Committee for comment and advice. Examples of possible concentrations are Latin American ethnohistory and contemporary identity politics, nature and culture in human history, anthropology and literature, anthropology and social change, ethnomusicology, anthropology and the arts, etc. The plan must include a minimum of eight courses in anthropology (including the Anthropology Senior Seminar) totaling 32 credit hours. When warranted, the adviser is free to approve up to two cognate courses totaling up to 8 credit hours from other departments to fill this 8-course requirement. Students may revise their program of study in consultation with their adviser as their studies progress. The aim of this process is to provide a close and supportive advising relationship and a strong and coherent structure for the student's major.

In the senior year, all anthropology majors are required to take one of the Anthropology Senior Seminars offered by the department. These seminars are designed to provide a broad and integrating perspective on the field of anthropology through the study of some of its principal trends, issues, history, etc.

**Study abroad and off-campus study programs:** the Department of Anthropology encourages students to consider a semester of study abroad or off-campus study developed as an integral part of the student's major concentration.

**The Cornell-Nepal Study Program:** the Cornell-Nepal Study Program is a joint program of Cornell University and Tribhuvan University, the national university of Nepal. Qualified juniors, seniors, and first-or second-year graduate students work with faculty from both universities to prepare for and undertake field research projects in Nepal. Students receive 15 credits per semester; students may enroll for either fall or spring semester, or for the entire year; application is through Cornell Abroad. For further information, consult David Holmberg or Kathryn March in the Department of Anthropology.

Other anthropologically relevant study abroad options, using existing Cornell Abroad and off-campus options, can be worked out in consultation with the major adviser and Cornell Abroad.

### Honors

Honors in anthropology is awarded for excellence in the major, which includes overall grade point average and completion of an honors thesis. Anthropology majors

interested in the honors program should consult the chair of the Honors Committee at the end of their junior year. To qualify for entrance into the honors program, a student must have at least a 3.0 GPA overall and 3.3 GPA in the major, and the consent of a faculty member in anthropology who will guide the honors thesis. After applying to the program and being admitted as a candidate by the Honors Committee, the student will conduct research and write a thesis. This thesis will be evaluated by the faculty research adviser and two other faculty members. Honors (i.e., cum laude, magna cum laude, or summa cum laude) are awarded based on the quality of the thesis and the student's overall record. Honors candidates must start this process by consulting their major adviser about the honors program early in their junior year.

While working on the thesis during the senior year, students may enroll in either Anthropology 483 (fall) or 484 (spring) "Honors Thesis Research." To complete the thesis, students must enroll in either 491 (fall) or 492 (spring) "Honors Thesis Write-up." Only Anthropology 483 or 484 may count toward hours for completion of the Anthropology major requirements. The credit hours for these courses are variable and grades for these courses are given by the faculty research adviser and are based on performance during thesis research and writing.

Any honors candidate whose research directly involves working with human subjects must receive approval for the project from the Cornell University Committee on Human Subjects.

## Special Programs and Facilities

**Collections:** The department has an extensive collection of archaeological and ethnological materials housed in the anthropology collections. A limited number of students can make arrangements to serve as interns in the anthropology collections. Olin Library houses some of the most extensive collections of materials on the ethnology of Southeast Asia, South Asia, East Asia, and Latin America to be found anywhere in the United States. The biological anthropology laboratory (McGraw 303) houses an extensive collection of materials for teaching purposes, including 1) human skeletal remains, 2) articulated skeletons and cranial casts of primates, and 3) casts of important fossils in the human lineage.

**Independent Study:** Specialized individual study programs are offered in Anthropology 497-498, Topics in Anthropology, courses open to a limited number of juniors and seniors who have obtained consent and supervision of a faculty member. Undergraduates should note that many 600-level courses are open to them with consent of the instructor.

**Colloquia:** The Department of Anthropology holds colloquia almost every week of the semester on Friday at 3:30 in McGraw 215. Faculty members from Cornell and other universities participate in discussions of current research and problems in anthropology. Students are encouraged to attend.

**Study abroad and off-campus study programs:** The Department of Anthropology encourages students to consider a semester of study abroad or off-campus study developed as an integral part of the student's major concentration.

**The Cornell-Nepal Study Program:** The Cornell-Nepal Study Program is a joint program of Cornell University and Tribhuvan University, the national university of Nepal. Qualified juniors, seniors, and first- or second-year graduate students work with faculty from both universities to prepare for and undertake field research projects in Nepal. Students receive 15 credits per semester; students may enroll for either fall or spring semester, or for the entire year; application is through Cornell Abroad. For further information, consult David Holmberg or Kathryn March in the Department of Anthropology.

Other anthropologically relevant study abroad options, using existing Cornell Abroad and off-campus options, can be worked out in consultation with the major adviser and the college study abroad adviser.

## I. Introductory Courses

### A. Nature and Culture:

#### **ANTHR 101 Introduction to Anthropology: Biological Perspectives on the Evolution of Humankind #**

Fall. 3 credits. M. Small.

The evolution of humankind is explored through the fossil record, studies of the biological differences among current human populations, and a comparison with our closest relatives, the primates. This course investigates the roots of human biology and behavior with an evolutionary framework. Fee for lab usage and maintenance, \$5.

#### **ANTHR 203 Early People: The Archaeological and Fossil Record (also Archaeology 203) #**

Spring. 3 credits. T. P. Volman.

A survey of the archaeological and fossil record of human evolution. Contributions by researchers from a variety of disciplines are highlighted, as are the discoveries that have enlivened the study of human evolution for more than a century. Critical evaluation of evidence and interpretation will be stressed. Demonstrations and films supplement the lectures.

#### **ANTHR 211 Nature and Culture @**

Spring. 4 credits. P. S. Sangren.

Cultural anthropology, because it encompasses the comparative study of humankind in society, provides a unique vantage on the nature of humanity. One of the focal questions of the discipline is the relationship between the physical/biological and symbolic/moral worlds in which we live. This inquiry places anthropology squarely at the center of social theory, as all social theorists and political ideologies are founded on premises regarding human nature. Through study of a variety of issues and debates (e.g., "sociobiology," the origin and meaning of the incest taboo), this course examines a variety of past and current attempts to explain the relationships between nature and culture in human life.

#### **ANTHR 275 Human Biology and Evolution (also Biological Sciences 275 and Nutritional Sciences 275)**

Fall. 3 credits. S-U grades optional, with permission of either instructor. Offered alternate years. Lects. W F 10:10; disc. M 10:10. K. A. R. Kennedy.

An introduction to the biology of Homo Sapiens through an examination of human evolution, biological diversity, and modes of

adaptation to past and present environments. Evolutionary theory is reviewed in relation to the current evidence from the fossil record and studies of the evolution of human behavior. A survey of human adaptation covers a complex of biological and behavioral responses to environmental stress. Human diversity is examined as the product of long-term evolutionary forces and short-term adaptive responses. Topics such as creationism, the Piltdown fraud, and sociobiology debate, genetic engineering, race and IQ, and racism are presented as examples of current issues in human biology. These topics and others are the focus of the optional one-hour weekly discussions.

### B. Culture and History:

#### **ANTHR 102 Introduction to Anthropology: The Comparison of Cultures @**

Spring. 3 credits. J. Krier.

An introduction to cultural anthropology through ethnographies, or the descriptive accounts of anthropologists. Through readings and lectures, students acquaint themselves with a number of cultures from several parts of the world. The cultures range in form from those of small-scale tribal societies to those of state societies. Throughout the course, we attempt to make sense of exotic cultures in their own terms. Attention is focused on variation in cultural patterns as they are expressed in social, economic, and ritual practices. In this encounter, the principles of anthropology, as a comparative enterprise that poses distinct cultural systems in relief, will be developed. Fiction, films, and exercises supplement the formal anthropological materials.

#### **ANTHR 200 Cultural Diversity and Contemporary Issues @**

Fall. 3 credits. J. Borneman.

This course will introduce students to the meaning and significance of forms of cultural diversity for the understanding of contemporary issues. Drawing from films, videos, and selected readings, students will be confronted with different representational forms that portray cultures in various parts of the world, and they will be asked to examine critically their own prejudices as they influence the perception and evaluation of cultural differences. We shall approach cultures holistically, assuming the inseparability of economies, kinship, religion, and politics, as well as interconnections and dependencies between world areas (e.g., Africa, Latin America, the West). Among the issues considered: "political correctness" and truth; nativism and ecological diversity; race, ethnicity, and sexuality; sin, religion, and war; global process and cultural integrity.

#### **[ANTHR 202 Interpretive Archaeology (also Archaeology 202) #**

Fall. 3 credits. Not offered 1996-97.]

#### **[ANTHR 204 Ancient Civilizations (also Archaeology 204) @#**

Fall. 3 credits. Not offered 1996-97.]

## II. Honors and Independent Study

### **ANTHR 483 Honors Thesis Research**

Fall. Credit and hours to be arranged.

Prerequisite: consent of the Honors Committee. Staff.

Independent work under the close guidance of a faculty member selected by the student.

**ANTHR 484 Honors Thesis Research**  
Spring. Credit and hours to be arranged.  
Prerequisite: consent of the Honors Committee. Staff.

Independent work under the close guidance of a faculty member selected by the student.

**ANTHR 491 Honors Thesis Write-up**  
Fall. Credit and hours to be arranged.  
Staff.

**ANTHR 492 Honors Thesis Write-up**  
Spring. Credit and hours to be arranged.  
Staff.

**ANTHR 497 Topics in Anthropology**  
Fall. Credit and hours to be arranged.  
Intended for undergraduate students only.  
Staff.

Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.

**ANTHR 498 Topics in Anthropology**  
Spring. Credit and hours to be arranged.  
Intended for undergraduate students only.  
Staff.

For description, see ANTHR 497 above.

### III. Anthropology Major Senior Seminars

In the senior year, anthropology majors are required to participate in a seminar. These seminars meet weekly, are discussion-based, and are limited to anthropology majors. Although the topics covered in a particular seminar depend on the professor in charge, there will be space for students to tailor their work to their own focus in the major through independent research that will culminate in the writing of a substantial research project or paper. The seminars offer majors an opportunity to formulate a synthesis of their undergraduate work in anthropology.

**ANTHR 402 Archaeological Research Design (also Archaeology 402)**  
Spring. 4 credits. Prerequisite: permission of instructor. J. S. Henderson, T. P. Volman.

Archaeological practice demands careful definition of research objectives and appropriate strategies before excavation or other fieldwork begins. Critical information lies in the arrangement and association of objects and structures; this context should be a basic concern of any field investigation, particularly when it is destroyed by excavation. This course relies on case studies to illustrate how surveys, excavations, and analytical techniques must be tailored to solving specific problems. A seminar especially recommended for undergraduate majors and graduate archaeologists but open to anyone with a serious interest in archaeology.

**ANTHR 481 Sex, Money, and Power: Topics in Kinship Theory**  
Fall. 4 credits. J. Krier.

This seminar shall discuss key concepts and theoretical shifts in the anthropology of kinship. We shall critically examine kinship's central role in anthropological theories of how differentials in sex, money, and power are produced. We shall quickly move beyond the notion that kinship, like other modes of social difference (gender, race, nationality), is derived from "natural facts" and will spend the bulk of the seminar exploring kinship's cultural foundations, and how kinship systems

are produced ideologically and in cultural representations. The course will be centrally concerned with how kinship "naturalizes" social difference in such a way that relations of inequality and hierarchy appear to be the logical consequences of the natural order of things.

**[ANTHR 482 Anthropology, Culture, and the University]**  
Spring. 4 credits. Not offered 1996-97.]

**ANTHR 490 Primates and Evolution**  
Spring. 4 credits. Limited to ten students.  
Prerequisite: Anthropology 390 or permission of instructor. M. Small.  
This seminar will focus on one current controversy in primatology. Through readings and discussion, the issues will be subject to critical examination. Current topics might include: social intelligence, primates as predators and prey, primate conversation, sexual selection theory, reproductive success, dominance, etc.

### IV. Nature and Culture

Thinking about nature and culture and their interaction is central to contemporary anthropology. The courses in this section present a biological and evolutionary perspective on behavior, focus on the interplay between nature and culture, and discuss the controversies surrounding these relationships between these dimensions of human life.

**ANTHR 208 The Evolution of Human Mating**

Spring. 4 credits. M. Small.  
The purpose of this course is to explore the human mating career from an evolutionary, biological, and current behavioral perspective. The course begins with a foundation in evolutionary theory, focusing on the concepts of reproductive success, mate choice, parental investment, sexual selection, and mating strategies. Next, the biological bases of reproduction and sexuality are presented. One goal of this course is to paint human sexuality on a larger mammalian and primate canvas. Therefore, lectures will include the hormonal, chemical, and nervous system contributions to animal sexuality. Topics include, for example, the female ovulatory cycle, the life of sperm, the hormones of the sex drive. Humans will be compared to mammals in general and other primates. Finally, humans will be viewed in particular. Based on comparison with other primates, we will ask important questions about the human sexual and reproductive condition. Are humans disconnected from the driving sexual hormones experienced by other animals? Is ovulation concealed, and if so, why is this important? Are people pushed by natural selection to choose particular mates? Why did humans evolve their current family mating system? Are humans "naturally monogamous"?

**[ANTHR 344 Male and Female in Chinese Culture and Society (also Women's Studies 344)]**  
Fall. 4 credits. Not offered 1996-97.]

**[ANTHR 370 Environmental Archaeology (also Anthropology 670 and Archaeology 370/670)]**  
Fall. 4 credits. Not offered 1996-97.]

**[ANTHR 371 Human Paleontology (also Biological Sciences 371)]** @ #  
Fall. 4 credits. Not offered 1996-97.]

**[ANTHR 390 Primate Behavior and Ecology]**  
Spring. 4 credits. Not offered 1996-97.]

**[ANTHR 404 Approaches to Archaeology (also Archaeology 404)]**  
Spring. 4 credits. Not offered 1996-97.]

**[ANTHR 475 Evolutionary Theory and Human Behavior (also Anthropology 675)]**  
Fall. 4 credits. Not offered 1996-97.]

**ANTHR 490 Primates and Evolution**  
Spring. 4 credits. Limited to ten students.  
Prerequisite: Anthropology 390 or permission of instructor. M. F. Small.  
For course description, see section III.

### V. Human History and Archeology

Archaeology tells the story of human origins, the invention of farming and settled life, the rise of complex social institutions and technologies, and the worldviews of the past, while also teaching field and laboratory methods for uncovering the human past.

**[ANTHR 317 Stone Age Archaeology (also Archaeology 317)]** @ #  
Fall. 4 credits. Not offered 1996-97.]

**[ANTHR 355 Ancient Mexico and Central America (also Archaeology 355)]** @ #  
Spring. 4 credits. Not offered 1996-97.]

**[ANTHR 370 Environmental Archaeology (also Anthropology 670 and Archaeology 370/670)]**  
Fall. 4 credits. Not offered 1996-97.]

**[ANTHR 371 Human Paleontology (also Biological Sciences 371)]** #  
Fall. 4 credits. Not offered 1996-97.]

**ANTHR 402 Archaeological Research Design (also Archaeology 402)**  
Spring. 4 credits. Prerequisite: permission of instructor. J. S. Henderson, T. P. Volman.  
For course description, see section III.

**[ANTHR 404 Approaches to Archaeology (also Archaeology 404)]**  
Spring. 4 credits. Not offered 1996-97.]

**[ANTHR 456 Mesoamerican Religion, Science, and History]** @ #  
Fall. 4 credits. Not offered 1996-97.]

**[ANTHR 458 Archaeological Analysis (also Archaeology 458)]** @  
Fall. 4 credits. Not offered 1996-97.]

**[ANTHR 493 Seminar in Archaeology (also Archaeology 493)]** @ #  
Fall. 4 credits. Not offered 1996-97.]

**[ANTHR 494 Seminar in Archaeology (also Archaeology 494)]** @ #  
Spring. 4 credits. Not offered 1996-97.]

### VI. Anthropological Thought and Method

As a form of inquiry, anthropology has a long and complex history and utilizes a wide variety of theories and methods. In this section, topics in the history of anthropological thought and a wide variety of anthropological approaches are presented, along with courses focused on the design of anthropological research projects.



**ANTHR 290 Filming Other Cultures (also Theatre Arts 290) @**

Spring. 3 credits. Limited to 20 students. Preference given to students who have taken either Anthropology 102 or Theatre Arts 274. Fee for film screening and maintenance, \$35. R. Ascher.

Shortly after the first films were screened, their makers saw in motion pictures a promise for greater understanding among peoples. Was the promise fulfilled? In this discussion course, responses to this question are examined through the study of short, representative films and related readings. The discussions are framed and informed by ideas from anthropology and film studies. For example, we consider: aesthetics, ethics, and responsibility in filming and editing; connections between sound—or lack of it—and image; the implications of film as a product of Euroamerican culture; cultural assumptions in camera movements, film color, and film pace; indigenous people's presentations of themselves and Euroamerican representations of others; and the moving line that separates fiction from non-fiction films. For one meeting each week, two students, in cooperation with the instructor, are responsible for leading the discussion.

**[ANTHR 306 Ethnographic Description]**

Fall. 4 credits. Not offered 1996-97.]

**ANTHR 362 Democratizing Society: Participation, Action, and Research (also Anthropology 662)**

Fall. 4 credits. D. J. Greenwood.

This course poses an alternative to distances, "objectivist" social science by reviewing some of the many numerous approaches to socially engaged research. Among the approaches discussed are those centering on the pedagogy of liberation, feminism, the industrial democracy movement, and "Southern" participatory action research, action science, and participatory evaluation.

**[ANTHR 400 The Craft of Anthropology: Ethnographic Field Methods]**

Fall. 4 credits. Not offered 1996-97.]

**ANTHR 402 Archaeology Research Design (also Archaeology 402)**

Spring. 4 credits. Prerequisite: permission of instructor. J. S. Henderson, T. P. Volman.

For description, see section III.

**ANTHR 412 Contemporary Anthropological Theory @**

Fall. 4 credits. S. Rubenstein.

Before we can explain, analyze, or interpret something, we must describe it. This course is concerned with how people's lives can be represented. Can any "text"—whether a journalistic account, ethnography, novel, poem, photograph, or movie—really represent anything other than itself? What is the difference between fiction and nonfiction? What is the difference between an objective point of view and a subjective point of view? It would take several courses to cover these questions thoroughly. In this course we will defer a discussion on the ultimate question—what is being represented—until after we have explored how things are represented. That is, we will focus on one specific issue: the variety of techniques authors use to establish or undermine their own authority.

**ANTHR 420 Development of Anthropological Thought**

Fall. 4 credits. Limited to 15. A. T. Kirsch.

An examination of the history and development of anthropological theory and practice. The course will focus on the differences and continuities among the various national and historical approaches that have come to be regarded as the schools of anthropology.

**ANTHR 424 Anthropology Amongst the Disciplines @**

Fall. 4 credits. J. T. Siegel.

Anthropology is distinguished amongst the disciplines in depending on a notion of the not-yet conceptualized, the encounter with which is thought to provide an inassimilable element into thinking about culture and society. The course provides a history and assessment of this idea and illustrations of its embodiment, particularly in studies of ritual.

**[ANTHR 451 Anthropological Boundaries @]**

Fall. 4 credits. Not offered 1996-97.]

**[ANTHR 452 Portraits, Profiles, and Life Histories @]**

Spring. 4 credits. Not offered 1996-97.]

**[ANTHR 453 Visual Anthropology]**

Spring. 4 credits. Not offered 1996-97.]

**[ANTHR 458 Archaeological Analysis (also Archaeology 458) @]**

Fall. 4 credits. Not offered 1996-97.]

**ANTHR 474 Laboratory and Field Methods in Human Biology (also Biological Sciences 474)**

Spring. 5 credits. Limited to 16. Prerequisite: one year of introductory biology or Anthropology 101 or permission of instructor by preregistration in E-231 Corson. Offered alternate years. K. A. R. Kennedy.

Practical exercises and demonstrations of modern approaches to the methodology of physical anthropology. Emphasis on comparative human anatomy, osteology, description of skeletal and living subjects, paleopathology, skeletal maturation, and relevant field techniques for the archaeologist and forensic anthropologist. This course includes the dissection of a profused non-human primate.

**ANTHR 487 Field Research Abroad @**

Fall. Credit to be arranged. Intended for undergraduate students only. Staff.

Field research abroad as part of the Cornell-Nepal Studies Program, the Cornell-Honduras Program, or other departmentally approved programs. Topics are selected and project proposals prepared by students in consultation with faculty. Fieldwork typically involves extended research (usually 4-6 weeks) in a foreign setting with faculty supervision, culminating in a major paper or report.

**ANTHR 488 Field Research Abroad @**

Spring. Credit to be arranged. Intended for undergraduate students only. Staff.

For description, see ANTHR 487 above.

**[ANTHR 494 Seminar in Archaeology (also Archaeology 494) @#]**

Spring. 4 credits. Not offered 1996-97.]

**[ANTHR 495 Classic Theorists Seminar]**

Fall. 4 credits. Not offered 1996-97.]

**VII. Understanding Cultures**

Anthropologists examine the diversity of human behaviors, social relationships and structures, economies, political and legal orders, worldviews, logics, languages, symbols, myths, and religions among the many other means human beings invent to create and reproduce social life around the world. Anthropologists work from a holistic perspective to account for differences and similarities across cultures. Anthropologists also take small-scale societies and local sociocultural systems as the object of analysis. They collect data primarily through ethnographic fieldwork, that is, months or years of participating in and observation of the societies they study. Anthropologists see inherent linkages between the practical and the meaningful dimensions of human existence.

**A. Anthropological Approaches to Economy, Society, Law, and Politics:**

The courses below take as their starting point what are usually defined as the social, political, legal, and economic practices and structures of human life and show how they are shaped culturally and how they shape culture.

**ANTHR 217 Ethnicity, Identity, and the State**

Spring. 4 credits. D. J. Greenwood.

Centers on how the handling of rights, distributive justice, and public policy in different political/legal systems links to very different expressions of ethnic identity, cooperation, and conflict. The core of the course is a comparison of the United States and Spain in the handling of ethnic identity and the consequently different ways ethnic groups develop. The complex role of anthropology in these processes in different countries is examined in detail.

**ANTHR 305 Emotion, Gender, and Culture (also Women's Studies 305) @**

Spring. 4 credits. B. J. Isbell.

This course introduces students to the current anthropological perspective on the following topics: (1) cultural shaping of emotion, (2) acquisition and production of gender and sexuality, and (3) an historical perspective on cross-cultural studies of psychology and cognition. It is appropriate for students majoring in anthropology, women's studies, psychology, cognitive studies, and human development and family studies.

**[ANTHR 313 Anthropology of the City @]**

Fall. 4 credits. Not offered 1996-97.]

**ANTHR 321 Sex and Gender in Cross-Cultural Perspective (also Women's Studies 321) @**

Fall. 4 credits. K. S. March.

An introduction to the study of sex roles cross-culturally and to anthropological theories of sex and gender. The course examines various aspects of the place of the sexes in social, political, economic, ideological, and biological systems to emphasize the diversity in gender and sex-role definition around the world.

**ANTHR 323 Kinship and Social Organization @**

Fall. 4 credits. B. Lambert.

Much of this course is a survey of forms of the family, descent groups, and marriage systems. The role of age and sex in the social structure is also considered. The last part of the course



is devoted to a history of the British and American family and to its fate in utopian communities.

**ANTHR 326 Economic Anthropology @**

Fall. 4 credits. P. S. Sangren.  
Economic anthropology is the study of the organization of production, distribution, and associated values in radically different primitive and peasant societies. The course introduces the major competing stances—formalist (neo-classical), substantivist, and Marxist—that have developed frameworks for analysis of exotic economic systems. Other topics include the integration of local communities with larger economic systems, the articulation of capitalist and non-capitalist modes of production, and a critique of theories of value from an anthropological perspective.

**ANTHR 328 Conflict, Dispute Resolution, and Law in Cultural Context @**

Spring. 4 credits. V. Santiago-Irizarry.  
Rule-making and dispute resolution are integral aspects of social reality in any culture. The ways in which conflict is treated and interpreted—to be then deflected or resolved—articulate with other cultural domains such as religion, politics, and economics as part of the material and symbolic processes that enable sociocultural interaction. At issue then are the formal and processual means that the treatment of conflict takes in different societies. These means constitute frames for the definition of social experience that are used by social actors in the interpretation of events within the terms of an overriding sociocultural logic that is in turn refigured by these interpretive frames.

**[ANTHR 380 State, Nation, and Everyday Life**

Spring. 4 credits. Not offered 1996–97.]

**[ANTHR 426 Ideology and Social Reproduction @**

Spring. 4 credits. Not offered 1996–97.]

**ANTHR 460 Culture and International Order**

Fall. 4 credits. J. Borneman.  
This course focuses on the interplay of culture, understood in the broadest anthropological sense, with international order. We will examine how different models of linguistic categorization are replicated by and interact with one another at the level of culture and the international (or world) system. By bringing together research from different domains that tends to be seen as discrete, this seminar hopes to explore how an anthropological perspective can inform the study of international order, and conversely, how an awareness of transnational and transcultural processes can open up more fruitful areas of anthropological research.

**[ANTHR 470 Anthropology, Theory, Politics, Performance (also Government 470)**

Fall. 4 credits. Not offered 1996–97.]

**ANTHR 479 Ethnicity and Identity Politics: An Anthropological Perspective**

Fall. 4 credits. V. Munasinghe.  
The most baffling aspect of ethnicity is that while ethnic sentiments and movements gain ground rapidly within the international arena, the claim that ethnicity does not exist in any objective sense is also receiving increasing credence within the academic community.

How can something thought “not to exist” have such profound consequences in the real world? In lay understandings, ethnicity is believed to be a “natural” disposition of humanity. If so, why does ethnicity mean different “things” in different places? Anthropology has much to contribute to a greater understanding of this perplexing phenomenon. After all, the defining criterion for ethnic groups is that of cultural distinctiveness. Through ethnographic case studies, this course will examine some of the key anthropological approaches to ethnicity. We will explore the relationship of ethnicity to culture, ethnicity to nation, and ethnicity to state to better understand the role ethnicity plays in the identity politics of today.

**ANTHR 485 Mothers, Priests, Rebels, and Indian Chiefs: New Social Movements in Latin America (also Anthropology 685) @**

Fall. 4 credits. B. J. Isbell.  
Latin America is characterized today as a region of widespread yet diverse forms of mobilization that appear to be in constant transformation. The “Mad Mothers” of Argentina, indigenous environmentalists, liberation theologians, revolutionaries, ethnic leaders, gay activists, and urban squatters are challenging historicity, engaging in cultural innovation, and articulating in diverse ways with the state and national cultures. This seminar will chart a course between theoretical texts on power and mobilization and examples of ethnographic/historical cases of social movements.

**B. Interpretive Approaches in Cultural Anthropology:**

These courses stress symbolic or textual approaches to human society. They take as their object of analysis structures of meaning in such diverse areas as performance and text, myth and religion, views of the self, gender, and the sociology of knowledge. These same topics arise in many of the area-focused courses as well (Section D), but take center stage in the following courses.

**ANTHR 290 Filming Other Cultures (also Theatre Arts 290) @**

Spring. 3 credits. Limited to twenty students. Preference given to students who have taken either Anthropology 102 or Theatre Arts 274. Fee for film screening and maintenance, \$35. R. Ascher.  
For description, see section VI.

**ANTHR 320 Myth, Ritual, and Symbol (also Religious Studies 320) @**

Spring. 4 credits. D. Holmberg.  
This course examines how systems of thought, symbolic forms, and ritual practice are formulated and expressed in primarily non-Western societies. It focuses on anthropological interpretations of space, time, cosmology, myth, classificatory systems (such as color, totems, food, dress, kinship), taboo, sacrifice, witchcraft, sorcery, and rites of passage (birth, initiation, marriage, death). It will examine both the roles of specialists (spirit mediums, curer, priests, ascetics, etc.) and nonspecialists in producing these cultural forms.

**ANTHR 322 Magic, Myth, Science, and Religion (also Religious Studies 322) @**

Fall. 3 credits (4 by arrangement with instructor). Limited enrollment.  
A. T. Kirsch.

Surveys various classic anthropological perspectives on the role of religion as a cultural system in human life. Magic, myth, and ritual as cultural markers of and solutions to endemic contradictions, tensions, and transitions are explored. We will ponder the role of science as cultural system and the present state and future prospects for religion in the “modern” and “post-modern” world.

**ANTHR 379 Culture, Language, and Thought**

Fall. 4 credits. V. Santiago-Irizarry.  
The relationship among culture, language, and thought has been a core concern in anthropology. Language and culture are commonly defined as processes that are public and shared yet they also operate within and upon subliminal experiential realms. In this course we shall examine how anthropologists have explored this relationship, which is engendered in the interaction between culture and language as parallel mediating devices for the constitution, interpretation, and expression of human experience.

**ANTHR 406 The Culture of Lives (also Women's Studies 406) @**

Spring. 4 credits. K. S. March.  
This seminar will look at persons, lives, cultures, and methods in anthropological life history materials. Throughout the seminar we will attend to the evolution of interest in, forms of, and uses for life history materials in anthropology, with special attention to differences in men's and women's lives and life (re)presentations.

**[ANTHR 408 Gender Symbolism (also Women's Studies 408) @**

Spring. 4 credits. Not offered 1996–97.]

**[ANTHR 417 Person, Gender, and Song (also Women's Studies 416) @**

Spring. 4 credits. Not offered 1996–97.]

**ANTHR 432 Culture and Performance, and Performing Culture @**

Spring. 4 credits. S-U only. B. J. Isbell.  
This course has two goals: 1) to examine the anthropology of non-western cultural performances such as: the Japanese tea ceremony, rites of passage, curing and initiation ceremonies in diverse cultures, and 2) to “perform anthropology” through dramatic readings of epic poems, myths, and experimental plays. The course will focus on diverse materials from Latin America, Asia, and Africa.

**[ANTHR 451 Anthropological Boundaries @**

Fall. 4 credits. Not offered 1996–97.]

**[ANTHR 452 Portraits, Profiles, and Life Histories @**

Spring. 4 credits. Not offered 1996–97.]

**[ANTHR 453 Visual Anthropology**

Fall. 4 credits. Not offered 1996–97.]

**[ANTHR 455 Theatre of Anthropology @**

Spring. 4 credits. Not offered 1996–97.]

**[ANTHR 456 Mesoamerican Religion, Science and History @#**

Fall. 4 credits. Not offered 1996–97.]

**[ANTHR 460 Culture and International Order**

Spring. 4 credits. Not offered 1996–97.]

### C. Cultures in Anthropological Perspective:

Anthropology constructs its theories in the comparison of different social and cultural systems and thus depends integrally on knowledge about particular places. The courses below are all focused on the cultures and societies of particular areas of the world and organize knowledge about these areas in reference to key anthropological questions.

**[ANTHR 221 Anthropological Representation: Ethnographies on Latino Culture (also Latino Studies Program 221)]**  
Spring. 3 credits. Not offered 1996-97.]

#### **ANTHR 230 Cultures of Native North America @#**

Fall. 4 credits. B. Lambert.

A survey of the principal Eskimo and American Indian culture areas north of Mexico. Selected cultures will be examined to bring out distinctive features of the economy, social organization, religion, and worldview. Although the course concentrates on traditional cultures, some lectures and readings deal with changes in native ways of life that have occurred during the period of European-Indian contact.

#### **ANTHR 303 Asians in the Americas: A Comparative Perspective (also Asian American Studies 303)**

Fall. 4 credits. V. Munasinghe.

The common perception of ethnicity is that it is a "natural" and an inevitable consequence of cultural difference. "Asians" overseas, in particular, have won reputations as a people who cling tenaciously to their culture and refuse to assimilate into their host societies and cultures. But, who are the "Asians"? On what basis can we label "Asians" an ethnic group? Although there is a significant Asian presence in the Caribbean, the category "Asian" itself does not exist in the Caribbean. What does this say about the nature of categories that label and demarcate groups of people on the basis of alleged cultural and phenotypical characteristics? This course will examine the dynamics behind group identity, namely ethnicity, by comparing and contrasting the multicultural experience of Asian populations in the Caribbean and the United States. Ethnographic case studies will focus on the East Indian and Chinese experiences in the Caribbean and the Chinese, Korean, Japanese, Filipino, and Indian experiences in the United States.

#### **ANTHR 316 Power, Society, and Culture in Island Southeast Asia @**

Fall. 4 credits. J. Krier.

How are geographical regions linked—by boundaries, cosmological centers, or flows of people and goods? How is power or control exerted over the populations of a region—through trade relations, military force, religious ideology, or identity politics? How do diverse local communities become part of an encompassing "nation"—through education and media, state benefits, or the creation of a popular culture? Focusing on Indonesia, Malaysia, and the Philippines, this course will examine the construction of political relations in local, colonial, and national settings, as well as the construction of theoretical models to describe power relations in Southeast Asia. We will examine the role of both social practices (kinship, gender, and economic relations) and cultural performances (drama,

art, and ritual) in upholding relations of power and differences in Southeast Asia. Students will have an understanding of the variations of social and cultural life in Island Southeast Asia, comparative pre-colonial, colonial and national histories, as well as a sense of the concerns that have marked the ethnography of the region.

#### **[ANTHR 333 Ethnology of the Andean Region @#]**

Spring. 4 credits. Not offered 1996-97.]

#### **[ANTHR 335 Subsistence, Polity, and Worldview in Mainland Southeast Asia @]**

Spring. 4 credits. Not offered 1996-97.]

#### **ANTHR 336 Change and Continuity in the Pacific Islands @**

Fall. 4 credits. J. Fajans.

An overview of the ethnography of Micronesia, Polynesia, and Melanesia, exploring the historical relations between these regions as well as the geographical, social, and cultural differences among them. In addition to an ethnographic survey of the region, the course will focus on what an anthropological study of this part of the world has contributed to general anthropological theory. In this context, there will be a special focus on the analysis of systems of gender, kinship and descent, exchange and trade, and on the life cycle and social construction of the person.

#### **ANTHR 339 Peoples and Cultures of the Himalayas @**

Spring. 4 credits. K. S. March.

A comprehensive exploration of the peoples and cultures of the Himalayas. Ethnographic materials draw on the lifeways of populations living in the Himalayan regions of Bhutan, India, Nepal, and Tibet. Some of the cultural issues to be examined through these sources include images of the Himalayas in the West, forms of social life, ethnic diversity, political and economic history, and religious complexity.

#### **[ANTHR 343 Religion, Family, and Community in China @]**

Fall. 4 credits. Not offered 1996-97.]

#### **[ANTHR 344 Male and Female in Chinese Culture and Society (also Women's Studies 344) @]**

Fall. 4 credits. Not offered 1996-97.]

#### **ANTHR 345 Japanese Society @**

Fall. 4 credits. R. J. Smith.

A survey of the social structure of Japan and a discussion of trends in urban and rural life during the past century. Topics to be emphasized include the family, ancestor worship, community and social organization, and urbanism and modernization.

#### **ANTHR 350 Topics in the Anthropology of Europe**

Spring. 4 credits. J. Borneman.

This course explores ways in which Europe can and has been studied anthropologically. Emphasis will be on understanding processes of cultural differentiation and integration. The self-understandings of various peoples of Europe are accounted for in terms of the relation of local culture to national, transnational, and global process. Among the topics to be explored: 1) the role of culture in nation-building; 2) the rise and decline of fascism and communism in the twentieth century; 3) Cold War division and everyday life; 4) the creation and displacement of

culture areas (i.e., the Mediterranean, Scandinavia, Mitteleuropa, Slavic culture, the West, and the East).

#### **[ANTHR 352 Identities, Power, and the State: The Anthropology of Spain @]**

Fall. 4 credits. Not offered 1996-97.]

#### **[ANTHR 355 Ancient Mexico and Central America (also Archaeology 355) @#]**

Spring. 4 credits. Not offered 1996-97.]

#### **ANTHR 377 The United States (also Latino Studies Program 377)**

Fall. 4 credits. V. Santiago-Irizarry.

The anthropological inquiry into one's own culture is never a neutral exercise. This course will explore issues in the cultural construction of the United States as a "pluralistic" society. We will look at the ideological context for the production of a cultural profile predicted upon ideas that are intrinsic to American images of identity such as individualism, freedom, and equality and the way these are applied in practice. The course readings will include historic documents and accounts, popular writing, and recent ethnographies on the United States.

#### **[ANTHR 433 Andean Thought and Culture @#]**

Spring. 4 credits. Not offered 1996-97.]

#### **ANTHR 443 Religion and Ritual in Chinese Society (also Religious Studies 443) @**

Fall. 4 credits. P. S. Sangren.

This course explores topics in the anthropological study of Chinese religion, including aspects of cosmology, ritual, and mythology as they relate to Chinese society. A premise of the course is that religion embodies values basic to Chinese culture. Consequently, study of Chinese religion provides important insights into Chinese society. By the same token, Chinese religion must be understood in the context of Chinese social institutions (family, community, state).

#### **[ANTHR 444 Japanese Social Organization @]**

Spring. 4 credits. Not offered 1996-97.]

#### **[ANTHR 456 Mesoamerican Religion, Science, and History @#]**

Fall. 4 credits. Not offered 1996-97.]

#### **[ANTHR 477 Ethnology of Island Southeast Asia @]**

Fall. 4 credits. Not offered 1996-97.]

#### **[ANTHR 493 Seminar in Archaeology (also Archaeology 493) @ #]**

Fall. 4 credits. Not offered 1996-97.]

#### **ANTHR 499 The Amazonian Imagination: Reflections on the Savage State**

Spring. 4 credits. S. Rubenstein.

To many people in our society, "the Amazon" epitomizes the mysteries, the wild, the uncivilized—an image that anthropologists have variously exploited and criticized. Either way, they usually describe Amazonian societies as being either isolated from or opposed to "civilization" (i.e., the capitalist state). As indigenous peoples are incorporated into the nation-state and the global economy, however, it has become impossible to view them as either isolated or silent. This course is framed by discussions of three classic ethnological studies of South America—Claude Lévi-Strauss' *Tristes Tropiques*, Pierre Clastres' *Society Against the State*, and Michael Taussig's *Shamanism*,

Colonialism, and the Wild Man—as both examples of how the Amazon has inscribed itself on the imagination of anthropologists, and how anthropologists have used their experiences in simple societies to contribute to broad debates in Western philosophy. Ethnographic case-studies will provide the basis for discussing issues of theoretical and topical importance, such as environmentalism, gender relations, and politics. We will contrast these anthropological constructions to the historically emerging voices of contemporary indigenous peoples.

## VIII. Graduate Seminars

### WOMNS 600 Feminist Theory

Fall. 4 credits. Prerequisite: permission of instructor(s). K. S. March, S. McConnell-Ginet.

The focus for fall 1996 will be the social and cultural (re)production of gendered bodies and identities, with special attention to symbolic and discursive dimensions of gender. Small-group collaborative research projects will build toward an in-house conference at which student and faculty work is presented and discussed.

### [ASIAN 601 Southeast Asia Seminar: To be announced @

Fall. 4 credits. Not offered 1996–97.]

### [ASIAN 602 Southeast Asia Seminar: To be announced @

Spring. 4 credits. Not offered 1996–97.]

### [ANTHR 604 Praxis and Culture

Spring. 4 credits. Not offered 1996–97.]

### ANTHR 607 Special Problems in Anthropology

Fall. Credit and hours to be arranged. Intended for graduate students only. Staff. Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.

### ANTHR 608 Special Problems in Anthropology

Spring. Credit and hours to be arranged. Intended for graduate students only. Staff. For description, see ANTHR 607 above.

### ANTHR 610 Language and Myth

Fall. 4 credits. J. T. Siegel. An analysis of the theories on language leading to Levi-Strauss and Derrida. Myth and the notion of “the father”.

### [ANTHR 612 History of Anthropological Thought

Spring. 4 credits. Not offered 1996–97.]

### [ANTHR 614 Reading in the Ethnographic Tradition (1880–1960) @

Fall. 4 credits. Not offered 1996–97.]

### [ANTHR 615 Reading Contemporary Ethnographies (1960–1990) @

Fall. 4 credits. Not offered 1996–97.]

### [ANTHR 616 Cultural Production of the Person

Spring. 4 credits. Not offered 1996–97.]

### [ANTHR 617 Theories of Ritual and Myth

Spring. 4 credits. Not offered 1996–97.]

### [ANTHR 619 Anthropological Approaches to the Study of Buddhism in Asia @

Spring. 4 credits. Not offered 1996–97.]

### [ANTHR 621 Gender and Culture (also Women's Studies 621)

Fall. 4 credits. Not offered 1996–97.]

### [ANTHR 626 Problems in Economic Anthropology

Fall. 4 credits. Not offered 1996–97.]

### [ANTHR 628 Political Anthropology

Fall. 4 credits. Not offered 1996–97.]

### [ANTHR 629 Chinese Ethnology @

Spring. 4 credits. Not offered 1996–97.]

### [ANTHR 630 Symbolic Anthropology

Fall. 4 credits. Not offered 1996–97.]

### [ANTHR 632 Andean Symbolism @

Spring. 4 credits. Not offered 1996–97.]

### ANTHR 634 Southeast Asia: Readings in Special Problems @

Fall. Credit and hours to be arranged. Staff.

Independent reading course on topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.

### ANTHR 635 Southeast Asia: Readings in Special Problems @

Spring. Credit and hours to be arranged. Staff.

For description, see ANTHR 634 above.

### [ANTHR 636 Cognition and Classification

Fall. 4 credits. Not offered 1996–97.]

### [ANTHR 637 Theorizing Social Movements, Human Rights and Democracy in Latin America @

Spring. 4 credits. Not offered 1996–97.]

### [ANTHR 639 The Feminine Symbolic

Spring. 4 credits. Not offered 1996–97.]

### ANTHR 640 South Asia: Readings in Special Problems @

Fall. Credit and hours to be arranged. Staff.

Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.

### ANTHR 641 South Asia: Readings in Special Problems @

Spring. Credit and hours to be arranged. Staff.

For description, see ANTHR 640 above.

### ANTHR 644 Research Design

Spring. 4 credits. J. Fajans.

This seminar focuses on preparing a full-scale proposal for anthropological fieldwork for a dissertation. Topics include identifying of appropriate funding sources; defining a researchable problem; selecting and justifying a particular fieldwork site; situating the ethnographic case within appropriate theoretical contexts; selecting and justifying appropriate research methodologies; developing a feasible timetable for field research; ethical considerations and human subjects protection procedures; and preparing appropriate budgets. This is a writing seminar, and students will complete a proposal suitable for submission to a major funding agency in the social sciences.

### ANTHR 645 Japanese Ethnology @

Fall. 4 credits. R. J. Smith.

This seminar is designed for advanced students who plan to conduct social science research in Japan. It deals with questions of historical continuity, the relationship of the individual to society, and the nature of contemporary Japanese social organizations. A reading knowledge of Japanese is strongly recommended.

### [ANTHR 648 Marriage and Death

Fall. 4 credits. Not offered 1996–97.]

### ANTHR 649 Narrative and the Analysis of Culture

Spring. 4 credits. J. Borneman.

The purpose of the course is to acquaint students with narrative form and the use of narrative tools in the analysis of cultural artifacts. Narrative—a specific set of genres of discourse sharing the property of temporally sequenced clauses—is the subject of much research within many disciplines. Narrative is often said to fashion diverse human experiences into a form assimilable to structures of meaning that are generally human rather than culture-specific. By making personal knowledge communicable, narrative is intrinsic to the making of culture, its representation, and its comprehension. Participants will be introduced to the work of major narrative theorists and to attempts at applying narrative theory to culture. They will also be asked to examine critically a variety of cultural artifacts—including ethnography, performance art, film/video, and law—in terms of the theories discussed.

### [ANTHR 651 Anthropological Boundaries: Seminar on Film

Spring. 4 credits. Not offered 1996–97.]

### [ANTHR 653 Myth Onto Film (also Theatre Arts 653)

Fall. 4 credits. Not offered 1996–97.]

### ANTHR 654 East Asia: Readings in Special Problems @

Fall. Credit and hours to be arranged. Staff.

Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.

### ANTHR 655 East Asia: Readings in Special Problems @

Spring. Credit and hours to be arranged. Staff.

For description, see ANTHR 654 above.

### [ANTHR 656 Maya History @

Fall. 4 credits. Not offered 1996–97.]

### ANTHR 660 Latino Languages, Ideology and Practice (also Latino Studies Program 660)

Spring. 4 credits. V. Santiago-Irizarry.

Hispanic ethnic identity in the U.S. is often organized around the use of Spanish and the issues this raises in an English-dominant society. Drawing from anthropological studies on language as a signifying practice, this course will look at the place of language in the life of Hispanic populations in the United States. Topics to be explored will include linguistic diversity and change, language as an instrument of accommodation and resistance, language maintenance and shift, culturally specific linguistic ideologies, and institutional applications of language.

**ANTHR 662 Democratizing Society: Participation, Action, and Research (also Anthropology 362)**

Fall. 4 credits. D. J. Greenwood.

This course poses an alternative to distances, "objectivist" social science by reviewing some of the many numerous approaches to socially engaged research. Among the approaches discussed are those centering on the pedagogy of liberation, feminism, the industrial democracy movement, and "Southern" participatory action research, action science, and participatory evaluation.

**ANTHR 663 Action Research**

Spring. 4 credits. Prerequisite: Anthropology 362/662. Enrollment limited to 20 students. D. J. Greenwood.

This seminar is a practicum in action research (AR) in which the semester becomes a self-managing learning environment for the exploration of the techniques and group processes involved in AR, including co-generative learning, searching, and AR facilitation. Participation in a seminar-centered LISTSERV on the Internet is expected.

**ANTHR 665 Topics in Native American Societies and Cultures**

Spring. 4 credits. B. Lambert.

This seminar is intended for undergraduate and graduate students in any field who are prepared to undertake independent research in American Indian Studies. I am particularly interested in how materials from Native American cultures can be used to help solve problems of general anthropological significance and in the contributions Native Americans have made to anthropological and sociological knowledge as teachers and researchers. However, students will be encouraged to pursue their own interests and will be expected to discuss work in progress with other members of the seminar. A reading list will be developed to provide a shared background for discussions.

**[ANTHR 670 Environmental Archaeology (also Anthropology 370 and Archaeology 370/670)]**

Fall. 4 credits. Not offered 1996-97.]

**[ANTHR 673 Human Evolution: Concepts, History and Theory (also Biological Sciences 673)]**

Fall. 4 credits. Not offered 1996-97.]

**[ANTHR 675 Evolutionary Theory and Human Behavior (also Anthropology 475)]**

Fall. 4 credits. Not offered 1996-97.]

**[ANTHR 680 Theory and Ethnography in the Anthropology of Southeast Asia @]**

Fall. 4 credits. Not offered 1996-97.]

**[ANTHR 682 Perspectives on the Nation (also Asian American Studies 682)]**

Spring. 4 credits. Not offered 1996-97.]

**ANTHR 685 Mothers, Priests, Rebels, and Indian Chiefs: New Social Movements in Latin America @**

Fall. 4 credits. B. J. Isbell.

For course description, see section VII. A.

**[ANTHR 690 Ritual and Myth: Structure, Process, Practice (also Religious Studies 690) @]**

Spring. 4 credits. Not offered 1996-97.]

**ANTHR 695 Proseminar in Sociocultural Anthropology: Culture and Symbol**

Fall. 4 credits. J. Fajans, D. Holmberg.

**ANTHR 696 Proseminar in Sociocultural Anthropology: Social Organization**

Spring. 4 credits. S. Sangren.

These two courses constitute a core sequence in sociocultural anthropology required of all entering graduate students but open to graduate students of other relevant fields.

This sequence is premised on the idea that anthropology is best defined as the comparative study of human social life. This definition resists institutional pressures in the academy to distinguish social science from humanistic or cultural studies. Our most important method, ethnography, is at once scientific and humanistic; disciplinary aspirations refuse to view cultural interpretation and analytic explanation as separable values. Consequently, the core sequence is oriented explicitly toward subverting an ideological construction of social life as separable into cultural and social (or political-economic) domains. One semester, "Social Organization," approaches kinship, political life, economic organization, and local, regional, and global systems by insisting that so-called political economy cannot be adequately studied or comprehended without attention to the constitutive role of culture. By the same token, the other semester, "Culture and Symbol," moves toward an appreciation of the symbolic, expressive, and representational both as producers and as products of social activities. The courses are thus complementary insofar as each aspires to synthetic, holistic understandings of social life, but each approaches these understandings from slightly different directions. In one term, topics once glossed as political anthropology, economic anthropology, political economy, social organization, kinship theory, practice theory, etc., are discussed with a consistent emphasis on the irreducible productive efficacy of culture. In the other term, such traditional topics as symbolic anthropology, the anthropology of religion, myth and ritual, gender, linguistics, semiology, etc., are similarly linked to the practical exigencies of social life. In short, the course sequence surveys many of the discipline's traditional foci of interest, emphasizing the productive debates and issues that have been raised in each of them, but it does so with a consistent commitment to a holistic or dialectical understanding of social life. Sequence of courses will vary from year to year.

## ARABIC AND ARAMAIC

See Department of Near Eastern Studies.

## ARCHAEOLOGY

S. Baugher (city and regional planning), R. G. Calkins (history of art), K. M. Clinton (Classics), J. E. Coleman (Classics; director of graduate studies), D. Evett (Language House Program), R. T. Farrell (English), J. S. Henderson (anthropology), P. I. Kuniholm (history of art), D. I. Owen (Near Eastern Studies), A. Ramage (history of art), S. Saraydar (Arts and Sciences), B. S. Strauss (history), T. P. Volman (anthropology; director of undergraduate studies).

Archaeology is an interdisciplinary field at Cornell, which is one of the few universities in the United States to offer a separate archaeology major. Program faculty members, affiliated with several departments, coordinate course offerings and help students identify opportunities for fieldwork, graduate study, and professional positions.

## The Major

Prospective majors must complete Archaeology 100 or one of the basic courses as defined below before they will be admitted to the major. This initial course will not be counted toward the major requirements.

Because the major draws on the teaching and research interests of faculty from many departments to present a broad view of the archaeological process, interested students should discuss their course of study with a participating faculty member as early as possible. In some areas of specialization, intensive language training should be coordinated with other studies as early as the freshman year.

Once admitted to the major, students must take an additional 32 credits from the courses listed below, selected in consultation with a major adviser of their choosing. These courses should provide exposure to a broad range of archaeologically known cultures and the methods of revealing and interpreting them. Sixteen of the credit hours should be at the 300 level or above. At least two courses must be taken from each of categories B-E.

Courses basic to the discipline of archaeology are marked with the word "Basic" after the number of credit hours. It is recommended that majors who are planning to pursue graduate studies in archaeology should take at least two of the basic courses in each category. Further courses in languages and in geology are also recommended.

**Honors.** Honors in archaeology is awarded on the basis of the quality of an honors essay and the student's overall academic record. Prospective honors students should have a 3.5 grade point in the major and a 3.0 grade point overall. They should consult with the director of undergraduate studies before the beginning of the senior year. The honors essay is normally prepared in consultation with a faculty adviser during the senior year; students may enroll in Archaeology 481, fall; 482, spring for this purpose.

**Fieldwork.** Every student should gain some practical experience in archaeological fieldwork on a project authorized by his or her adviser. This requirement may be waived in exceptional circumstances. The Jacob and Hedwig Hirsch bequest provides support for a limited number of students to work at excavations sponsored by Cornell and other approved institutions.

## The Concentration

Students in Cornell schools and colleges other than Arts and Sciences may elect a concentration in archaeology. To concentrate in archaeology, the student must complete five courses, all with a grade of C or better. The five courses must consist of either (1) Archaeology 100 and four other courses from categories B-D, at least three of which must be basic courses, or (2) five courses from categories B-D, at least four of which must be basic courses. Concentrators are encouraged



to gain some fieldwork experience. They are eligible on the same basis as majors for Hirsch Scholarships in support of fieldwork.

### Freshman Writing Seminars

For course descriptions, see the freshman writing seminar brochure.

## A. Introductory Courses and Independent Study Courses

### ARKEO 100 Introduction to Archaeology #

Spring. 3 credits. J. S. Henderson.  
A broad introduction to archaeology—the study of material remains to answer questions about the human past. Case studies illustrate current methods and interpretive frameworks. Guest lectures by members of the Cornell Archaeology Program are an integral part of the course.

### ARKEO 300 Individual Study in Archaeology and Related Fields

Fall and spring. Credit to be arranged.  
Prerequisite: Archaeology 100 or permission of instructor.  
Students pursue topics of particular interest with the guidance of a faculty member.

### ARKEO 481-482 Honors Thesis

481, fall; 482, spring. S-U only. Prerequisite: admission to Honors Program.  
The student, under faculty direction, will prepare a senior thesis.

### ARKEO 600 Special Topics in Archaeology

Fall and spring. 4 (V) credits.  
Students pursue advanced topics of particular interest under the guidance of a faculty member(s).

### ARKEO 681-682 Master's Thesis

681, fall; 682, spring. S-U only. Limited to students admitted to Master's Program in Archaeology.  
Students, working individually with faculty member(s), prepare a Master's Thesis in Archaeology.

## B. Theory and Interdisciplinary Approaches

### [ARKEO 202 Interpretive Archaeology (also Anthropology 202) #

Fall. 3 credits. Basic. Limited to 60 students. Not offered 1996-97.  
T. P. Volman.  
An introduction to the analysis and interpretation of archaeological data, especially stone and ceramic artifacts, and related contextual data, such as the remains of plants and animals. Emphasis is on the use of archaeological data to answer questions about ancient human behaviors, lifeways, and culture change. Topics include the formation of the archaeological record, the characterization and classification of artifacts, and the analysis of artifact distributions through space and over time. Section meetings include demonstrations, visits to campus facilities, and analyses of artifacts from Cornell archaeological collections.]

### ARKEO 203 Early People: The Archaeological and Fossil Record (also Anthropology 203)

Spring. 3 credits. Basic. T. P. Volman.  
A survey of the archaeological and fossil record of human evolution. Contributions by researchers from a variety of disciplines are

highlighted, as are the discoveries, personalities, and controversies that have enlivened the study of human evolution for more than a century. Critical evaluation of evidence and interpretations will be stressed. Demonstrations and films supplement the lectures.

### [ARKEO 204 Ancient Civilizations (also Anthropology 204) @#

Fall. 3 (4) V credits. Not offered 1996-97.  
J. S. Henderson.]

### [ARKEO 317 Stone Age Archaeology (also Anthropology 317)

Fall. 4 credits. Not offered 1996-97.  
T. P. Volman.  
A survey of current approaches to the archaeological record of Stone Age peoples, from the earliest sites to those of recent times. Case studies are used to illustrate the nature of archaeological occurrences, excavation procedures, and analytical methods. Multidisciplinary efforts to expand our knowledge of prehistoric lifeways and behaviors are a major concern of the course.]

### [ARKEO 404 Approaches to Archaeology (also Anthropology 404)

Spring. 4 credits. Basic. Prerequisite: permission of instructor. Not offered 1996-97. J. S. Henderson, T. P. Volman.  
An exploration of the concepts that have shaped modern archaeology. The course briefly examines the history of theoretical orientations in archaeology, then considers the variety of perspectives and interpretive frameworks that guide present-day investigations. Case studies illustrate the implications of the nature of the archaeological record for reconstructing subsistence and economic systems, trade, social and political organization, demography, and ideology. An undergraduate seminar especially recommended for undergraduate majors and graduate archaeologists but open to anyone with a serious interest in archaeology.]

### [ARKEO 494 Seminar in Archaeology: Archaeology of the Household (also Anthropology 494) @#

Spring. 4 credits. Not offered 1996-97.  
J. S. Henderson.  
An exploration of the archaeology of domestic life. Topics include identifying residential remains, defining households and interpreting them in social terms, reconstructing domestic economies and ritual activities, and situating households in the context of neighborhoods, communities, and settlement systems.]

### LA 261 Urban Archaeology (also CRP 261)

Fall. 3 credits. S. Baugher.  
For description, see LA 261.

### LA 569 Archaeology in Preservation Planning and Design

Fall. 3 credits. S. Baugher.  
For description, see LA 569.

## C. Old World Archaeology

### [ARKEO 221 Minoan-Mycenaean Art and Archaeology (also Classics 221 and History of Art 221) #

3 credits. Basic. Not offered 1996-97; next offered 1997-98. J. Coleman.  
The birth of civilization in Greece and the Aegean islands during the Bronze Age. The main focus is on the rise and fall of Minoan Crete and Mycenaean Greece, with consideration given to the nature and significance of Aegean interactions with Egypt, the Near East, and Anatolia.]

### [ARKEO 233 Archaeology in Action II (also History of Art 225 and Classics 233) #

Spring. 3 credits. Prerequisite: permission of instructor. Not offered 1996-97.  
P. I. Kuniholm.]

### [ARKEO 263 Introduction to Biblical History and Archaeology (also NES 263 and Jewish Studies 263) @ #

Spring. 3 credits. Not offered 1996-97.  
D. I. Owen.]

### [ARKEO 275 Ancient Seafaring (also Near Eastern Studies 261) @ #

Spring. 3 credits. Not offered 1996-97.  
D. I. Owen.]

### [ARKEO 357 Greek Sanctuaries and Pausanias (also Classics 457) #

4 credits. Not offered 1996-97. K. Clinton and J. Coleman.]

### ARKEO 417 Early Medieval Archaeology and Literature (also Archaeology 617; English 417 and 617)

4 credits. Prerequisite: permission of instructor. Enrollment limited to 15 students. This course may be used as one of the three pre-1800 courses required of English majors. R. T. Farrell.

This course will begin with early Christian England and deal primarily with the period 600-circa 1000. No culture exists in isolation, so the influence both of Irish and Scandinavian culture will also be examined. Students will do frequent oral reports. As a take-home mid-term, undergraduates will do either a final exam or a research paper, and graduates will do both. The course will have a most unusual element, for the Metropolitan Museum of Art has agreed to loan us a number of early medieval artifacts for study; this hands-on experience will take place in the study gallery of the Herbert F. Johnson Museum of Art.

### [ARKEO 424 Sardis and the Cities of Asia Minor (History of Art 432 and Classics 432) #

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 1996-97.  
A. Ramage.]

### ARKEO 425 Seminar on the Bronze Age Architecture of Asia Minor (also Art History 425 and Classics 430)

Spring. 4 credits. Prerequisite: permission of instructor. P. I. Kuniholm.  
The final course will cover major architectural building programs from Neolithic Çatal Hüyük, Beycesultan, to the final phases of Troy and Hittite Bogazköy. The art and archaeology of these civilizations will be taken into account when relevant. Reading knowledge of German useful.

### [ARKEO 434 The Rise of Classical Greece (also History of Art 434 and Classics 434) #

Spring. 4 credits. Recommended: Classics 220 or 221 or History of Art 220 or 221 preferred. Not offered 1996-97.  
P. I. Kuniholm.]

### [ARKEO 520 Seminar in Classical Archaeology (also History of Art 520 and Classics 630)

Spring. 4 credits. Not offered 1996-97.  
P. I. Kuniholm.

For description, see ART H 520.]



**ARKEO 617 Early Medieval Archaeology and Literature (also Archaeology 417; English 417 and 617)**

For course description, see ARKEO 417.

**ARKEO 629 The Prehistoric Aegean (also Classics 629) #**

Fall. 4 credits. For graduate students, and advanced undergraduates with permission of instructor. J. E. Coleman.

Seminar with focus on the Aegean and neighboring regions in the Neolithic and Early Bronze Age.

**[CLASS 219 Mediterranean Archaeology (also Near Eastern Studies 267) #**

Fall. 3 credits. Basic. Not offered 1996-97; next offered 1998-99. J. Coleman.

For description, see CLASS 219.]

**CLASS 220 Introduction to Art History: The Classical World (also History of Art 220) #**

Fall. 4 credits. J. E. Coleman.

An overview of the art and archaeology of the Greek and Roman world; the sculpture, vase painting, and architecture of the ancient Greeks from the Geometric period through the Hellenistic; and the art of the Romans from the early Republic to the late empire.

**CLASS 322 Greeks and Their Neighbors (also History of Art 328) #**

Spring. 4 credits. Prerequisite: Classics 200 or 221, or permission of instructor. J. E. Coleman.

A study of the archaeological and other evidence for the interaction between Greek civilization and the peoples of the eastern and western Mediterranean from the thirteenth to the fourth centuries B.C.E. The course will focus on Greek relationships with Egypt, Phoenicia, Cyprus, Anatolia, and Italy in the post-Bronze Age period.

**[CLASS 326 Greek Cities and Towns (also History of Art 326) #**

Spring. 4 credits. Prerequisite: Classics/History of Art 220 or permission of instructor. Not offered 1996-97; next offered 1998-99. J. Coleman.]

**CLASS 329 Greek Sculpture (also History of Art 329) #**

Spring. 4 credits. J. E. Coleman.

An examination of ancient Greek sculpture, both three-dimensional and two-dimensional, from the Archaic to the Hellenistic period. Aspects of the works studied include: technological advances, changing ideology of the sculptures, regionalism of styles, and taste of individual patrons.

**[CLASS 333 Greek and Roman Mystery Cults and Early Christianity (also Religious Studies 333) #**

4 credits. A previous course in Classics (civilization or language) or Religious Studies 101 is recommended. Not offered 1996-97; next offered 1998-99. K. Clinton.]

**[ART H 320 Arts and Monuments of Athens (also Classics 320) #**

Fall. 4 credits. Prerequisite: Classics 220 or permission of instructor. Not offered 1996-97.]

**[ART H 322 Arts of the Roman Empire (also Classics 350)**

Spring. 4 credits. Not offered 1996-97. A. Ramage.

For description, see ART H 322.]

**[ART H 325 Greek Vase Painting (also Classics 325) #**

Fall. 4 credits. Not offered 1996-97. A. Ramage.]

**[ART H 327 Greek and Roman Coins (also Classics 327) #**

Spring. 4 credits. Not offered 1996-97. A. Ramage.]

**[ART H 427 Seminar on Roman Art and Archaeology (also Classics 435) #**

Spring. 4 credits. Not offered 1996-97. A. Ramage.]

**[NES 367 History and Archaeology of Ancient Egypt @#**

Fall. 4 credits. Basic. Not offered 1996-97. D. I. Owen.]

## D. New World Archaeology

**[ARKEO 355 Ancient Mexico and Central America (also Anthropology 355) @ #**

Spring. 4 credits. Basic. Not offered 1996-97. J. S. Henderson.

A survey of the cultural history of ancient Mexico and Central America, emphasizing Aztec and Maya civilizations. The use of ethnographic and historical information to enrich archaeological interpretation is a general theme. Special topics include the emergence of settled farming life, the rise of civilization and the state, and the development of mechanisms that linked the many societies in the region into a single sphere of interaction.]

**[ARKEO 493 Seminar in Archaeology (also Anthropology 493) @ #**

Fall. 4 credits. Not offered 1996-97. J. S. Henderson.]

**[ANTHR 456 Mesoamerican Religion, Science, and History @ #**

Fall. 4 credits. Not offered 1996-97. J. Henderson.

For description, see ANTHR 456.]

**LA 360/666 Pre-Industrial Cities and Towns of North America (also CRP 360/666)**

Fall. 3 credits. S. Baugher.

For description, see LA 360.

## E. Methodology and Technology

**ARKEO 285 Art, Archaeology, and Analysis (also Engineering 185, MS&E 285, Physics 200, English 285, ART 372, and Classics 285)**

Spring. 3 credits. 3 lecs. Does not meet liberal studies distribution requirements. Staff.

An interdepartmental course on application of techniques of physical sciences and engineering to cultural research. Archaeological artifacts or works of art are discussed with a focus on historical and technical aspects of their creation and on their analysis by modern methods to deduce geographical origins, to date and authenticate objects, and to assess their state for purposes of conservation.

**ARKEO 309 Dendrochronology of the Aegean (also History of Art 309 and Classics 309)**

Fall and spring. 4 credits. Limited to 10 students. Prerequisite: permission of instructor. P. I. Kuniholm.

Participation in a research project of dating modern and ancient tree-ring samples from the Aegean and Mediterranean. Supervised reading and laboratory work. A possibility

exists for summer fieldwork in Greece or Turkey.

**[ARKEO 370 Environmental Archaeology (also Archaeology 670 and Anthropology 370 and 670)**

Fall. 4 credits. Prerequisite: two previous courses in archaeology or permission of instructor. Not offered 1996-97. T. P. Volman.

A survey of selected topics in paleo-environmental analysis and reconstruction, with emphasis on how they inform interpretations of the archaeological record. The course ranges broadly from a general consideration of human ecology and the role of environment in culture change to detailed study of specific techniques and approaches.]

**ARKEO 402 Archaeology Research Design (also Anthropology 402)**

Spring. 4 credits. Basic. Prerequisite: permission of instructor. J. S. Henderson. T. P. Volman.

Archaeological practice demands careful definition of research objectives and appropriate strategies before excavation or other fieldwork begins. Critical information lies in the arrangement and associations of objects and structures; this context should be a basic concern of any field investigation, particularly when it is destroyed by excavation. This course relies on case studies to illustrate how surveys, excavations, and analytical techniques must be tailored to solving specific problems. A seminar especially recommended for undergraduate majors and graduate archaeologists but open to anyone with a serious interest in archaeology.

**[ARKEO 423 Ceramics (also History of Art 423 and Classics 423)**

4 credits. Prerequisite: permission of instructor. Not offered 1996-97. A. Ramage.

Bronze Age, Greek, and Roman pottery specimens from Near Eastern and Mediterranean sites will be studied to provide direct experience in one of the basic prerequisites of archaeological excavation—the identification and dating of pottery types. Reports, delivered in class, will concern ancient ceramic materials or particular types and periods. Practical experience in making and decorating pottery will be encouraged.]

**[ARKEO 458 Archaeological Analysis (also Anthropology 458) @**

Fall. 4 credits. Prerequisite: one course in archaeology or permission of instructor. Enrollment limited to 15 students. Not offered 1996-97. J. S. Henderson.

An introduction to methods of recording, processing, and analyzing archaeological data. Topics include recording of excavation and survey data in the field; processing artifacts in the laboratory; storing and retrieving data; and basic methods of describing, tabulating, analyzing, and interpreting artifacts (mainly ceramic vessels), stratigraphy, and spatial distributions. Intended for those with some understanding of the uses to which archaeological data are put in regional synthesis and interpretation; previous field experience is helpful.]

**[ARKEO 601 Graduate Colloquium in Archaeology**

4 credits. Open to graduate students and advanced undergraduates by permission of instructor. Not offered 1996-97. Staff. Faculty members of the Program in Archaeology and invited speakers will present

summaries of the different aspects of archaeological analysis. Topics may include: lithics, ceramic typology, petrographic and neutron activation analysis, dendrochronology and other chronological techniques, settlement patterns, inscriptions, human and animal bones.]

**[ARKEO 670 Environmental Archaeology (also Archaeology 370 and Anthropology 370 and 670)]**

Fall. 4 credits. Prerequisite: two previous courses in archaeology or permission of instructor. Not offered 1996-97. T. P. Volman.]

**[ANTHR 371 Human Paleontology (also Biological Sciences 371)]**

Fall. 4 credits. Prerequisite: one year of introductory biology, Anthropology 101, or permission of instructor. Not offered 1996-97. K. A. R. Kennedy.]

**ANTHR 474 Laboratory and Field Methods in Human Biology (also Biological Sciences 474)**

Spring. 5 credits. Prerequisite: one year of introductory biology, Anthropology 101, or permission of instructor. K. A. R. Kennedy.

For description, see ANTHR 474.

## ASIAN AMERICAN STUDIES

See Special Programs and Interdisciplinary Studies.

## ASIAN STUDIES

K. W. Taylor, chair (388 Rockefeller Hall, 255-5095); B. R. Anderson, R. Barker, M. G. Bernal, K. Brazell, T. Chaloemtiarana, S. Cochran, R. D. Colle, E. W. Coward, Jr., B. de Bary, G. Diffloth, C. d'Orban, E. C. Erickson, S. Feldman, G. Fields, J. W. Gair, D. Gold, E. M. Gunn, M. Hatch, D. Holmberg, J. Jasanoff, M. Katzenstein, K. A. R. Kennedy, A. T. Kirsch, J. V. Koschmann, F. Kotas, J. Krier, J. M. Law, L. C. Lee, T. Lyons, B. G. MacDougall, K. March, D. R. McCann, T. L. Mei, C. Minkowski, S. Mohanty, V. Nee, S. J. O'Connor, C. A. Peterson, J. R. Piggot, T. Poleman, A. Riedy, N. Sakai, P. S. Sangren, C. L. Shih, T. Shiraishi, V. Shue, J. T. Siegel, R. J. Smith, K. Taylor, N. Uphoff, J. Wheatley, J. Whitman, J. U. Wolff, D. Wyatt, M. W. Young

The Department of Asian Studies encompasses the geographical areas of East Asia, South Asia, and Southeast Asia and offers courses in most of the disciplines of the social sciences and the humanities. Asian studies courses through the 400 level (ASIAN is the prefix) are taught in English and are open to all students in the university. Some of these courses may be counted toward majors in other departments; others fulfill the humanities distribution requirement. Courses listed under Asian Studies offered through other departments may fulfill distribution requirements in history, social sciences, and arts.

### The Major

The applicant for admission to the major in Asian studies must have completed at least one area studies course selected from among

those listed under the Department of Asian Studies and must receive permission for admission to the major from the director of undergraduate studies. The student must have received a minimum grade of C in this course and in all other courses counted toward the major.

A student majoring in Asian studies is required to complete two courses at the 200 level (a minimum of 6 credits with a grade of C or better) in one of the Asian languages offered at Cornell. The major consists of at least 30 additional credits (which may include up to 6 credits of further language study) selected by the student in consultation with his or her adviser from among the courses listed under the Department of Asian Studies and numbered 250 and above. Majors in Asian studies normally specialize in the language and culture of one country and often choose an additional major in a traditional discipline.

### Concentration in South Asia Studies

A candidate for the Bachelor of Arts or Science degree at Cornell may take a concentration in South Asia Studies by completing at least 18 credits of course work in South Asian studies, including Asian Studies 215 (Introduction to South Asia) and four courses or seminars at the intermediate or advanced levels, two of which may be South Asian language courses.

Students taking a concentration in South Asian studies are considered members of the South Asia Program and will have an adviser from the program faculty. (This adviser will be for the student's concentration and is not a substitute for a student's academic adviser in his or her major.)

One South Asian graduate course may be taken for the concentration with consent of both the instructor and the adviser. The same applies for one South Asia-related course with a research paper on a South Asian subject. Additional courses may be added if offered with comparable South Asia content.

### Concentration in Southeast Asia Studies

A candidate for the Bachelor of Arts or Bachelor of Science degree at Cornell may take a concentration in Southeast Asia studies by completing 18 credits of course work. A recommended plan would include Asian Studies 208 and four courses at the intermediate or advanced stage, two of which could be a Southeast Asian language. Students taking a concentration in Southeast Asia studies are members of the Southeast Asia Program and are assigned an adviser from the program faculty. Such students are encouraged to commence work on a Southeast Asian language either at the 10-week intensive courses offered by the Southeast Asia Studies Summer Institute or by studying for one semester at IKIP Malang, Indonesia; Khon Kaen University, Thailand; and Hanoi University, Vietnam; fellowships are available for undergraduates through the Cornell Abroad Program.

**Honors.** To be eligible for honors in Asian studies, a student must have a cumulative grade average of A- in all Asian Studies area courses, exclusive of language study only, and must successfully complete an honors essay during the senior year. Students who wish to be considered for honors should apply to the

director of undergraduate studies during the second term of their junior year. The application must include an outline of the proposed project and the endorsement of a faculty adviser. During the first term of the senior year the student does research for the essay in conjunction with an appropriate Asian studies course or Asian Studies 401. Students of China, Japan and Southeast Asia must also complete Asian Studies 611, 612 or 613 respectively. By the end of the first term the student must present a detailed outline of the honors essay and have it approved by the faculty sponsor and the director of undergraduate studies. The student is then eligible for Asian Studies 402, the honors course, which entails writing the essay. At the end of the senior year, the student has an oral examination (with at least two faculty members) covering both the honors essay and the student's area of concentration.

### Intensive Language Program (FALCON)

For those students desiring to accelerate their acquisition of Chinese, Japanese, or Indonesian, Cornell offers a full-time intensive language program, the Full-Year Asian Language Concentration (FALCON). FALCON students spend six hours a day, five days a week, for periods of up to a full year studying only the language and thus are able to complete as many as twelve hundred hours of supervised classroom and laboratory work in one year. For further information, students should contact the FALCON Program Office, Department of Modern Languages, 423 Morrill Hall (telephone: 607/255-6457, e-mail: FALCON@cornell.edu).

### Study Abroad

Cornell is a member of the Inter-University Centers for Chinese Language Study in Taipei and for Japanese Language Study in Yokohama and a member of the Council on International Educational Exchange offering study in China at Peking University and Nanjing University. These centers offer intensive training in both spoken and written forms of the languages. The Kyoto Center for Japanese Studies (KCJS) is an undergraduate program for students who want to spend a year in Japan studying both language and culture.

Cornell is a class-A member of the American Institute of Indian Studies, which offers fellowships in India for intensive language study in Hindi, Bengali, and Tamil.

Cornell and the central campus of the Nepalese national university—Tribhuvan—at Kirtipur, Kathmandu, cosponsor an academic semester or year in Nepal. North American students study and live with Nepalese students who come from outside the Kathmandu Valley to Tribhuvan University. Students may participate in one or two semesters. Courses are offered both at Tribhuvan University and at the Cornell-Nepal Study Program House adjacent to the university. All courses are officially taught in English. A five-week, in-country orientation program includes classes in intensive Nepali conversation, cultural orientation programs, and a ten-day field trip and trek. Semester course offerings include Nepali language (Tibetan and/or Newari Languages also possible), contemporary issues in Nepalese studies, field research design and methods in sociology/anthropology and

ecology/environment, and guided field research.

Juniors and seniors in good academic standing from any major field may participate. Students must have a desire to study on the other side of the world, to participate in a multicultural program, and to undertake rigorous field research. No experience in Nepal is necessary and instruction is in English, but some prior Nepali language study is strongly recommended. Students interested in the study abroad in Nepal program should consult with the Cornell Abroad office (474 Uris Hall) for further information.

Other opportunities include a junior year abroad at IKIP-Malang, in Indonesia, or at the School of Oriental and African Studies, University of London. Many other options for study in Asia exist, including in Indonesia, Thailand, and Vietnam through the Council for International Educational Exchange. Undergraduates should consult the Cornell Abroad Office; graduate students should inquire at the East Asia Program, the South Asia Program, or the Southeast Asia Program offices.

### General Education Courses

#### ASIAN 208 Introduction to Southeast Asia @

Spring. 3 credits. K. Taylor.

This course is for anyone curious about the part of Asia with the most diversity; it defines Southeast Asia both as the nation-states that have emerged since 1945 (Brunei, Burma, Cambodia, Indonesia, Laos, Malaysia, Philippines, Singapore, Thailand, and Viet Nam) and as a larger cultural world extending from southern China to Madagascar and Polynesia. Students will find a serious, organized introduction to a variety of disciplinary and topical approaches to this region, including geography, linguistics, history, religion and ideology, anthropology, marriage and family systems, music, literacy and literature, art and architecture, agriculture, industrialization and urbanization, politics and government, warfare and diplomacy, ecological and human degradation, business and marketing. The course aims to teach both basic information and different ways of interpreting that information.

#### ASIAN 211 Introduction to Japan @

Fall. 3 credits. N. Sakai.

An interdisciplinary introduction to Japanese society and its history especially designed for students not majoring in Asian Studies. The first part of the course focuses on the historical changes in Japanese society from the eighth century down to the nineteenth century; the second part analyzes modern society from a variety of perspectives. It also addresses the question of how Japan is represented in the U.S. mass media. Guest lecturers from five or six different fields offer their opinions on Japanese history, culture, and politics.

#### ASIAN 212 Introduction to China @

Spring. 3 credits (4 credits with a special project; consult instructor for information). E. Gunn.

An interdisciplinary introduction to Chinese culture especially designed for students not majoring in Asian Studies.

#### ASIAN 215 Introduction to South Asian Civilization @

Spring. 3 credits (4 credits with a special project; consult instructor for information). C. Minkowski.

An interdisciplinary introduction to the culture and history shared by India and other states of South Asia. Designed for students not majoring in Asian Studies. Guest lecturers will provide the perspective of their disciplines to the general themes of the course: cultural diversity and the role of tradition in contemporary life.

#### [ASIAN 218 Introduction to Korea @

Spring. 3 credits. Not offered 1996-97. D. McCann.

An interdisciplinary introduction to Korean history and culture, including language, literature, art, and music. The course begins with an overview of Korean history from the Three Kingdoms Period to the present. The course then focuses on major events in twentieth-century Korean history: the March 1, 1919, Independence Movement, the Korean War, the 1960 Student Revolution, the 1980 Kwangju Massacre, and others. Visiting lecturers will speak about Korea from a variety of disciplinary viewpoints, including linguistics, sociology, anthropology, political science, and law.]

### Asia—Literature and Religion Courses

The following courses are taught entirely in English and are open to any Cornell student.

#### ASIAN 250 Introduction to Asian Religions (also Religious Studies 250) @ #

Spring. 3 credits. J. M. Law.

A survey of the major religious traditions of India, China, and Japan, focusing on Vedic ritual and Brahmanical Hinduism; Indian, Chinese, and Japanese Buddhism; the native Chinese traditions of Confucianism and Taoism; and Shinto, Confucianism, and the new religions in Japan. Emphasis will be on the great traditions of these cultures, with frequent reference to the differing realms of popular religions.

#### [ASIAN 270 Hidden Songs In Greece and Asia (also Comp. Lit. 224 and Classics 224) @ #

Spring. 3 credits. Not offered 1996-97. D. McCann, G. Holst-Warhaft.

This course will explore four similar moments in cultural histories when pre-literate folk traditions became incorporated into emerging or recently established literate ones. It will examine important early anthologies of songs, stories, myths, fables, genealogies, and other materials from China (the *Shih ching*), Japan (the *Kojiki*), Korea (the *Samguk Yusa*), and Greece (tragedy and laments). The major part of the course explores the hypothesis that as pre-literate, folk materials are incorporated into an official and literary canon, certain transactions occur between the two realms of discourse in which, characteristically, elements identified with disorder are repressed in favor of those identified with order. The final segment of the course will be a brief examination of the process by which songs and their performance have been reclaimed by contemporary, popular political movements in the Republic of Korea, the People's Republic of China, and Greece.]

#### [ASIAN 291 Classical Indian Narrative (also Classics 291) @ #

Spring. 3 credits. Not offered 1996-97. C. Minkowski.

Reading in translation from the principal story collection of ancient India. Sources will include the Vedas, the Sanskrit epics, the Buddhist Jatakas, the Kathasaritsagara, the Pancatantra, and related collections. Attention will be given to comparisons with Greek narrative, and to the diffusion of Indian narratives into the world's literature.]

#### [ASIAN 310 Pre-Modern Korean Culture and Literature @ #

Fall. 4 credits. Not offered 1996-97. D. McCann.

Readings in English translation of Korean stories, novels, court diaries, poem, legends, and tales from the seventh century to the end of the nineteenth century.]

#### [ASIAN 311 Modern Korean Culture and Literature @

Spring. 4 credits. Offered alternate years. Not offered 1996-97. D. McCann.]

#### [ASIAN 313 Japanese and Asian Film (also Theatre Arts 313 and Comparative Literature 313) @

Spring. 4 credits. Not offered 1996-97. Staff.

The course will explore the relationship between thematic and formal concerns of Japanese film and narratives of modern Japanese history dealing with such issues as the nature of the Meiji Restoration, the rise of Taisho commodity culture, the Pacific War, postwar reconstruction, postmodernity and "new nationalism." Weekly analyses of specific films will be accompanied by readings that provide historical context and pose relevant interpretive and theoretical questions, particularly those of gender and cultural difference. Study of works by Ozu, Mizoguchi, Kurosawa, and Naruse will constitute the introductory portions of the course, followed each year by a series featuring recent works of contemporary directors.]

#### [ASIAN 338 Democracy and War (also History 338)

Spring. 4 credits. Not offered 1996-97. D. McCann. B. Strauss.

A comparative study, the course will focus on the Korean War (1950-1953) and the Peloponnesian War (431-404 BC). It will examine the relationship between ideas of democracy and democratic government, and the conduct of war to advance or defend them. We will be reading and discussing Korean materials on the background and prosecution of the Korean War; American newspapers and historical records on U.S. involvement; and histories, debates, plays, and other contemporary materials on the Athenian conduct of its war against Sparta.]

#### [ASIAN 347 Tantric Traditions (also Religious Studies 349) @ #

Fall. 4 credits. Not offered 1996-97. D. Gold.

This course treats the development of tantric traditions in the Indian subcontinent and beyond. Philosophical, socio-religious, cultic, and visionary dimensions of tantra will be discussed. We study different Hindu and Indo-Tibetan traditions, with some attention also paid to tantric developments in East Asian Buddhism.]

**[ASIAN 351 The Religious Traditions of India (also Religious Studies 351) @#**

Spring. 4 credits. Not offered 1996-97.  
D. Gold.]

**[ASIAN 354 Indian Buddhism (also Religious Studies 354) @#**

Spring. 4 credits. Not offered 1996-97.  
C. Minkowski.]

**[ASIAN 355 Japanese Religions (also Religious Studies 355) @**

Fall. 4 credits. Not offered 1996-97.  
J. M. Law.

This course is an exploration of major themes in Japanese religion through a focus on the category of religious practice. After an overview of the major sources of Japanese religion, we look at the dominant understanding of sacrality and the human soul. With the syncretic interaction between Shinto and Buddhism as our foundation, we will study four dynamic themes that express aspects of Japanese religious practice: 1) ritual purity and pollution, 2) the concept of matsuri (festival) and girei (rite), 3) the concept of shugyo (cultivation) as expressed in asceticism, pilgrimage, and aesthetic discipline, and 4) religious understandings of the human body, expressed in healing rituals.]

**[ASIAN 357 Chinese Religions (also Religious Studies 357) @#**

Fall. 4 credits. Not offered 1996-97.  
J. McRae.]

**[ASIAN 358 Chinese Buddhism (also Religious Studies 358) @#**

Fall. 4 credits. Not offered 1996-97.  
J. McRae.]

**[ASIAN 359 Japanese Buddhism (also Religious Studies 359) @#**

Spring. 4 credits. Not offered 1996-97.  
J. M. Law.]

**[ASIAN 363 Contemporary Mass Culture in Japan and the U.S. (also Comparative Literature 343) @**

Fall. 3-4 credits. Not offered 1996-97.  
B. de Bary.]

A comparative study of Japanese and American mass cultures. Rather than seeking, through comparison, to delineate distinctive models of national cultures, the course will trace the complex relationships between cultural nationalist impulses and transnational economies, emphasizing processes of hybridity and fusion. The course will introduce students to a small number of important theoretical writings on mass culture. Areas of study will include the analysis of science fiction, comic books, film and video, popular music, and toy industries. Enrollment limited to 25 students.]

**[ASIAN 371 Chinese Philosophical Literature @#**

Spring. 4 credits. Not offered 1996-97.  
T. L. Mei.

Readings in English translation of Confucian, Taoist, and Buddhist works.]

**[ASIAN 373 Twentieth-Century Chinese Literature @**

Fall. 4 credits. Not offered 1996-97.  
E. Gunn.

A survey of the principal works in English translation, the course introduces fiction, drama, essays, and poetry of China beginning with the Republican era and continuing up to the present in the People's Republic and

Taiwan, with attention to social and political issues and literary theory.]

**[ASIAN 374 Chinese Narrative Literature @#**

Spring. 4 credits. Not offered 1996-97.  
E. Gunn.

Selected works in classical Chinese fiction are read in translation. Major novels, such as *The Dream of the Red Chamber* and *Water Margin*, are emphasized.]

**[ASIAN 375 Japanese Poetry and Poetic Prose @#**

Spring. 4 credits. Alternates with Asian Studies 377. Not offered 1996-97.  
K. Brazell.]

**[ASIAN 376 Modern Japanese Literature: From Meiji through the Pacific War (also Comparative Literature 369) @**

Fall. 4 credits. Not offered 1996-97.  
B. de Bary.]

**[ASIAN 377 Japanese Narrative Literature @#**

Spring. 4 credits. Alternates with AS 375. Not offered 1996-97. N. Sakai.

A study in English translation of major narratives from the eighth to the eighteenth century. Subject matter will include novelistic narratives like *The Tale of Genji*, biographical stories, poem tales, war tales, and popular stories.]

**[ASIAN 378 The Postwar and the Postmodern in Japanese Literature @**

Fall. 4 credits. Alternates with Asian Studies 375. Not offered 1996-97.  
B. de Bary.]

**[ASIAN 380/680 Vietnamese Literature in Translation @#**

Spring. 4 credits. Not offered 1996-97.  
K. Taylor.

A study of Vietnamese poetry, short stories, and novels available in English translation. The course will focus primarily upon texts from the last three centuries, with particular attention to contemporary literature.]

**ASIAN 382 The Tale of Genji in Art and Theater @#**

Spring. 4 credits. K. Brazell and M. Watanabe.

After a careful reading of the *Tale of Genji* and the 12th-century *Genji Picture Scroll*, the class will explore representations of the *Genji* in the noh theater and in a wide variety of art forms. Extensive use will be made of materials in the Johnson Art Museum.

**ASIAN 385/685 Vietnamese Cultural Studies @#**

Fall. 4 credits. K. Taylor.

Issues related to constructions of Vietnamese histories and cultures, including languages and literatures, the visual and performing arts, families and societies, religions and ideologies, politics and governments, traditions and modernities, revolutions and wars, localism and regionalism, nationalism, and globalisms. This course will fulfill a humanities distribution requirement.

**[ASIAN 390 Comparative Sanskrit Myth and Epic in Translation (also Classics 390) @#**

Fall. 4 credits. Not offered 1996-97.  
C. Minkowski.

Readings in translation from the two Sanskrit epics, the *Mahabharata* and the *Ramayana*,

and from the main cycles of the *Puranas*, the Sanskrit mythological literature. Special attention will be given to parallels and comparisons with Greek myth and epic, especially Homer and Hesiod. Classics 236 or 238 would be useful as background, but not presupposed.]

**[ASIAN 393 Images of Humanity in Medieval China (also History 393) @#**

Not offered 1996-97. J. McRae, C. Peterson.

For description, see HIST 393.]

**[ASIAN 395 Classical Indian Philosophical Systems (also Classics 395 and Religious Studies 395) @#**

Fall. 4 credits. Prerequisite: some background in philosophy or in classical culture. Not offered 1996-97.  
C. Minkowski.]

**ASIAN 410 Chinese Performing Arts @**

Spring. 4 credits. E. Gunn.

The course will survey drama, music theater, and film in twentieth-century China. Some material will require knowledge of Chinese.

**[ASIAN 421 Religious Reflections on the Human Body (also Religious Studies 421) @**

Spring. 4 credits. Not offered 1996-97.  
J. M. Law.

One undeniable and inescapable fact of human life is that it is experienced in a body. How this fact is understood to define the parameters of religious experience and expression will be the topic of this course. While the format will be comparative, the majority of cases will be drawn from East Asia, primarily Japanese, sources. We will explore how such aspects of the human body as ecstasy, gender, sexual passion, illness, the dialectic of the physical and the spiritual, and corporeal ascetic discipline reveal models of religious reflection on this fact of human experience. Further, we will study how these models become represented in visual art, narrative, and ritual practice.]

**[ASIAN 440 Meditation Schools of East Asian Buddhism (also Religious Studies 440) @#**

Spring. 4 credits. Prerequisite: ASIAN 250 or equivalent. Not offered 1996-97.  
J. McRae.]

**ASIAN 441 Mahayana Buddhism (also Religious Studies 441) @#**

Spring. 4 credits. J. M. Law.

By reading successive examples of Mahayana Buddhist literature, we will study the formation and evolution of the ideal of the bodhisattva; the understanding of transcendental wisdom and the concept of emptiness; and the workings of both the conscious and subconscious mind in the course of spiritual practice. We will include discussion of major philosophical schools, as well as issues of social setting and popular religious practice, in both India and East Asia.

**[ASIAN 449 History and Methods of the Academic Study of Religion (also Religious Studies 449) @#**

Not offered 1996-97. J. M. Law.

For description, see RELST 449.]

**[ASIAN 451/625 Children, Literature, and Society (also Anthropology 441/625) @**

Spring. 4 credits. Not offered 1996-97.  
S. Shiraishi.]



**[ASIAN 460 Indian Meditation Texts (also Religious Studies 460) @ #**  
Spring. 4 credits. Not offered 1996-97.  
D. Gold.

Because texts that record visionary experience, prescribe the practice of contemplation, and present enigmatic utterances are highly valued in Indian tradition, they need to be taken seriously by students of Indian and world civilizations. Yet the special problems of interpretation that they present have often caused meditation texts to be passed over in embarrassment, sometimes reverent silence. In this course we will draw on approaches from literary criticism, anthropology, and religious studies to explore a number of the problems to which these texts give rise: In what ways are the apparent differences in experience presented in meditation texts shaped by different cosmologies and ritual practice? Do different literary genres have particular religious implications? What are the relations between convention and experience in the creation of the texts? Readings will be drawn from the Upanishads and Tantra, devotional verse in the vernaculars, and the classical meditation manuals of Hinduism and Buddhism. Some attention may be given to Indian Sufi materials. No knowledge of Indian languages is required.]

**[ASIAN 463 Readings in Hindi and Urdu Literature @**  
Fall. 4 credits. Not offered 1996-97.  
D. Gold.

Selected topics in Hindi and Urdu literature, with readings in the original; discussions in Hindi-Urdu and English. May be repeated for additional credit with consent of instructor.]

**[ASIAN 464 Readings in Urdu Literature @**  
Spring. 2-4 credits. Not offered 1996-97.  
D. Gold.

Selected topics in Urdu literature, with readings in the original; discussions in Urdu and English.]

**[ASIAN 470 The Japanese Noh Theater and Modern Dramatists (also Comparative Literature 470 and Theater Arts 470) @ #**  
Fall. 4 credits. Alternates with ASIAN 471. Not offered 1996-97. K. Brazell.

Several weeks will be spent studying the literary, performance, and aesthetic aspects of the noh theater. Emphasis will be on noh as a performance system, a total theater in which music, dance, text, costume, and props all interact to create the total effect. Then attention will turn to modern theater people who have reacted to noh in some creative way. Choice of dramatists will depend partly on student interests but will probably include Yeats, Brecht, Britten, Claudel, Grotowski, and Mishima. All readings may be done in English translation.]

**[ASIAN 471 Japanese Theatre (also Theatre Arts 471) @ #**  
Fall. 4 credits. Alternates with ASIAN 470. Not offered 1996-97. K. Brazell.]

**[ASIAN 475 Modernization and the Korean Family (also HSS 490 sec 30) @**  
Fall. 3 credits. Not offered 1996-97.  
D. McCann. J. Mueller.]

**[ASIAN 481 Translation and Identities @**  
Fall. 4 credits. Not offered 1996-97.  
N. Sakai.]

**[ASIAN 483 Internationalism, Nationalism, and Modern Japanese Discursive Space @**  
Fall. 3 credits. Not offered 1996-97.  
N. Sakai.

The late 19th century marks an important transitional period; nation-states formed in Britain, France, Japan, Germany, the United States, and elsewhere sought to become imperial powers; and "internationalism" virtually collapsed. Focusing on Japanese examples but not excluding other cases, we will study the discursive spaces of modern national subjectivity with a view to the problems of ethnicity, colonialism, imperial sexism, violence, historical memory, post-coloniality and academic knowledge. A major critical paper will be required.]

**[ASIAN 496 Tokugawa Literature and Thought @ #**  
Spring. 4 credits. Not offered 1996-97.  
N. Sakai.

An introduction (in English translation) to literary, theatrical, and intellectual works of the Tokugawa period (1600-1868). We will examine the characteristics of early Tokugawa literary and theatrical works and see how different they are from the literary works of the later Tokugawa period. We will also read the philosophical and philological works on the classics by writers such as Ogyu Sorai and Motoori Norinaga to understand the ways contemporary Japanese intellectuals understood cultural activities and literature during the Tokugawa period.]

#### Asia—Graduate Seminars

For complete descriptions of courses numbered 600 or above, consult the director of graduate studies.

**[ASIAN 601 Southeast Asia Seminar: Indonesia**  
Fall. 3-4 credits. J. Siegel.

**[ASIAN 602 Southeast Asia Seminar: Topic TBA**  
Spring. 4 credits. Not offered 1996-97.  
Staff.  
See ASIAN 607.]

**[ASIAN 605-606 Master of Arts Seminar in Asian Studies**  
605, fall; 606, spring. 2-4 credits. Staff.

**[ASIAN 607-[608] The Plural Society Revisited (also Government 653)**  
Spring. 4 credits. 607 may be taken independently for credit; 607 is a prerequisite for 608. B. Anderson.  
For description, see GOVT 653.

**[ASIAN 609 Modern Japanese Studies: The Formation of the Field in History and Literature (also History 609)**  
N. Sakai, J. V. Koschmann.  
For description, see HIST 609.

**[ASIAN 611 Chinese Bibliography and Methodology**  
Spring. 1 credit. Prerequisite: permission of instructor. Required of honors students and M.A. candidates. C. d'Orban.

**[ASIAN 612 Japanese Bibliography and Methodology**  
Fall. 1 credit. Prerequisite: permission of instructor. Required of honors students and M.A. candidates. F. Kotas.

**[ASIAN 613 Southeast Asian Bibliography and Methodology**  
Fall. 1 credit. Prerequisite: permission of instructor. A. Riedy.

This course is designed to instruct students in methods of identifying and locating sources for the study of Southeast Asia. Emphasis will be on the practical aspects of using various types of bibliographical tools to identify both primary and secondary sources in Southeast Asian and Western languages. The use of electronic databases and online services as well as traditional printed resources will be covered. Sources which are more general in nature, but have a significant Southeast Asia component will be discussed. Relevant arcana of library science will be explained as necessary. Required of honors students and Master of Arts candidates. No foreign language competence is required but a reading knowledge of at least one Southeast Asian language or other Asian language (especially Chinese or Japanese) and a major European language (especially French, Spanish, or Dutch) is highly desirable.

**[ASIAN 621-622 South Asia Seminar: Topic to be announced**  
621, Fall; 622, Spring. 4 credits. Not offered 1996-97.]

**[ASIAN 623-624 Topics in South Asia**  
623, fall; 624, spring. 1 credit. Staff.  
A series designed to introduce as well as enhance and build on students' knowledge of various topics of importance to South Asia (Bangladesh, India, Nepal, Pakistan, and Sri Lanka). Weekly lectures will survey contemporary themes in South Asian scholarship where visiting scholars and members of the Cornell community will discuss a multidisciplinary range of issues. These may include science and nation building; ritual power and resistance; tribal communities and the environment; industrial and agrarian relations; gender and the media; and economic liberalization. A short essay will be required at the end of the course.

**[ASIAN 630 Strategies for Acquiring and Using Knowledge**  
Spring. 2-4 credits. Not offered 1996-97.  
K. Taylor.

A graduate seminar designed to introduce students to contemporary theory while relating it to their research specialization. Readings and discussion about narrative, epistemic archaeology, translation, deconstruction, feminism, postmodernism, multiculturalism, and chance operations. Neither area- nor discipline-specific. Graduate students only.]

**[ASIAN 650 Graduate Seminar in Asian Religions**  
Spring. 2-4 credits. Prerequisite: permission of instructor. Not offered 1996-97. J. M. Law.]

**[ASIAN 676 Southeast Asia Research Training Seminar**  
Fall or spring. 3-4 credits. Staff.

**[ASIAN 701-702 Seminar in East Asian Literature**  
701, fall; 702, spring. 1-4 credits. Staff.

**[ASIAN 703-704 Directed Research**  
703, fall or spring; 704, fall or spring. 1-4 credits. Staff.  
For additional courses on Asian religion, see "Related Courses" in the China and Japan area courses listing.



## Asia—General Courses

### ASIAN 401 Asian Studies Honors Course

Fall or Spring. 4 credits. Intended for seniors who have been admitted to the honors program. Staff.

Supervised reading and research on the problem selected for honors work.

### ASIAN 402 Asian Studies Honors: Senior Essay

Fall or spring. 4 credits. Prerequisite: admission to the honors program. Staff.

The student, under faculty direction, prepares an honors essay.

### ASIAN 403-404 Asian Studies Supervised Reading

Fall, spring, or both. 1-4 credits.

Prerequisite: permission of instructor.

Open to majors and other qualified students. Intensive reading under the direction of a member of the staff.

## Literature in Chinese

### CHLIT 213-214 Introduction to Classical Chinese @#

213, fall; 214, spring. 3 credits each term.

Prerequisite: qualification in Chinese or permission of instructor. May be taken concurrently with Chinese 101-102, 201-202, 301-302. Staff.

### [CHLIT 420 T'ang and Sung Poetry @#

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 1996-97. T. L. Mei.

Readings in the original Chinese, together with secondary works by Chinese and Western critics.]

### CHLIT 421-422 Directed Study

Fall or spring. 2-4 credits each term.

Prerequisite: permission of instructor. Staff.

### [CHLIT 424 Readings in Literary Criticism

Fall or spring. 4 credits. Prerequisite: permission of instructor. Not offered 1996-97. T. L. Mei.]

### [CHLIT 435 Chinese Buddhist Texts @#

Spring. 4 credits. Not offered 1996-97. J. McRae.]

### [CHLIT 603 Seminar in Chinese Fiction and Drama

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 1996-97. E. Gunn.]

### [CHLIT 605 Seminar in Chinese Fiction and Drama

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 1996-97. E. Gunn.]

### [CHLIT 610 Chinese Cultural Criticism

Fall. 4 credits. Not offered 1996-97. E. Gunn.]

### CHLIT 621-622 Advanced Directed Reading: Chinese Historical Syntax

621, fall; 622, spring. 2-4 credits.

Prerequisite: permission of instructor. Staff.

## Literature in Japanese

### JPLIT 406 Introduction to Classical Japanese @#

Spring. 4 credits. Prerequisite: permission of instructor. N. Sakai.

### [JPLIT 407 Advanced Classical Japanese

Spring. 4 credits. Prerequisite: JPLIT 406 or permission of instructor. Not offered 1996-97. K. Brazell.]

### JPLIT 421-422 Directed Readings

421, fall; 422, spring. 2-4 credits.

Prerequisite: for JPLIT 421, Japanese 402 or equivalent; for JPLIT 422, Japanese 421 or equivalent. Staff.

Note: For complete descriptions of courses numbered 600 or above, consult the appropriate instructor.

### [JPLIT 611 Seminar in Classical Japanese Literature

Spring. 2-4 credits. Prerequisite: permission of instructor. Offered alternate years. Not offered 1996-97. K. Brazell.]

### JPLIT 612 Seminar in Medieval Genres

Spring. 2-4 credits. Prerequisite: permission of instructor. Offered alternate years. K. Brazell.

This seminar will explore medieval literary genres in terms of the contemporary religious, social, political, and aesthetic discourses. Readings will be in classical and modern Japanese as well as in English.

### [JPLIT 613 Seminar in Tokugawa Culture and Thought: Otherness, Text, and Body

Spring. 2-4 credits. Prerequisite: permission of instructor. Offered alternate years. Not offered 1996-97. N. Sakai.]

### [JPLIT 614 Seminar in Modern Japanese Literature

Spring. 2-4 credits. Prerequisite: permission of instructor. Offered alternate years. Not offered 1996-97. N. Sakai.]

## Graduate-Level Reading Courses

### [JPLIT 621 Advanced Readings in Pre-Modern Japanese Narrative Literature

Fall or spring. 2-4 credits. Prerequisite: permission of instructor. Not offered 1996-97. K. Brazell.]

### [JPLIT 622 Advanced Readings in Pre-Modern Japanese Poetry

Spring. 2-4 credits. Prerequisite: permission of instructor. Not offered 1996-97. K. Brazell.]

### [JPLIT 623 Advanced Readings in Pre-Modern Drama

Fall or spring. 2-4 credits. Prerequisite: permission of instructor. Not offered 1996-97. K. Brazell.]

### [JPLIT 624 Advanced Readings in Modern Japanese Literature

Fall and spring. 2-4 credits. Prerequisite: permission of instructor. Offered alternate years. Not offered 1996-97. B. de Bary.]

Note: See courses listed under Asia—Literature and Religion courses—for Japanese literature courses in translation.

## Japanese Language

See Modern Languages and Linguistics.

## FALCON Program

255-6457; R. Sukle, 412 Morrill Hall, 255-0734; J. Whitman, 320 Morrill Hall, 255-0737; J. Wheatley, 416 Morrill Hall, 255-9301.

## Literature in Korean

### [KRLIT 405 Readings in Korean Literature

Fall. 4 credits. Not offered 1996-97. D. McCann.]

### [KRLIT 406 Korean Literature Translation Workshop @

Spring. 2-3 credits. Prerequisite: Korean 301-302 or equiv.; permission of instructor. Not offered 1996-97. D. McCann.]

## Sanskrit

### [SANSK 131-132 Elementary Sanskrit (also Classics 131-132 and Linguistics 131-132)

131, fall; 132, spring. 4 credits each term. Not offered 1996-97.

An introduction to the essentials of Sanskrit grammar. Designed to enable the student to read classical and epic Sanskrit as quickly as possible.]

### SANSK 251-252 Intermediate Sanskrit (also Classics 251-252 and Linguistics 251-252) @ #

251, fall; 252, spring. 3 credits each term.

Prerequisite: Sanskrit 132 or equivalent.

A. Nussbaum, fall; C. Minkowski, spring.

Readings from the literature of classical Sanskrit. Fall: selections from the two Sanskrit epics, the Mahabharata and the Ramayana. Spring: more selections from the epics and selections from either Sanskrit story literature or from Sanskrit dramas.

## Literature in Sanskrit

### [SNLIT 467-468 Reading in Sanskrit Literature: The Vedas @#

Spring. 3 credits. Prerequisite: permission of instructor. Not offered 1996-97. C. Minkowski.]

## Related Courses in Other Departments and Colleges

Check the primary department section for the offering status of the following courses. Courses in other colleges will count as College of Arts and Sciences credit only for Asian Studies majors.

### Asia/General Courses

ABEN 754 Sociotechnical Aspects of Watershed Development (also ARME 754 and GOVT 644)

ANTHR 313 Anthropology of the City @

ANTHR 619 Anthropological Approaches to the Study of Buddhism in Asia

ARME 464 Economics of Agricultural Development

ARME 660 The World's Food

ARME 665 Food and Nutrition Policy (also NS 685)

ARME 666 Economics of Development

ARME 763 Macro Policy in Developing Countries

COMM 424/624 Communication in the Developing Nations

COMM 685 Training and Development: Theory and Practice (also INTAG 685 and EDUC 685)

CRP 777 Theories of Development and Underdevelopment

- ECON 473 Economics of Export-Led Development @
- GOVT 348 Politics of Industrial Societies
- GOVT 349 Political Role of the Military
- GOVT 648 Graduate Seminar in Political Economy of Change: Rural Development in the Third World
- ART H 280 Introduction to Art History: Approaches to Asian Art @#
- ART H 580 Problems in Asian Art
- ILRIC 637 Labor Relations in Asia
- R SOC 205 Rural Sociology and International Development
- R SOC 492 Development in the Pacific Rim
- THETR 307 Asian Dance
- THETR 317 Asian Dance II

#### China—Area Courses

- ANTHR 211 Nature and Culture @
- ANTHR 326 Economic Anthropology @
- ANTHR 343 Religion, Family, and Community in China @
- ANTHR 426 Ideology and Social Production @
- ANTHR 443 Religion and Ritual in Chinese Society (also RELST 443) @
- ANTHR 655 East Asia: Readings in Specific Problems
- ECON 369 Economy of China @
- ECON 672 Economics of Development
- GOVT 334 Political Economy of East Asia
- GOVT 347 Government and Politics of China @
- GOVT 382 International Relations of East Asia
- GOVT 391 Chinese Foreign Policy @
- GOVT 438 Contemporary China: Political Economy
- GOVT 482 International Relations of East Asia @
- GOVT 642 Comparative Political Economy: East Asia
- GOVT 645 Chinese Politics
- HIST 243 China and the West before Imperialism @#
- HIST 293 History of China up to Modern Times @#
- HIST 294 History of China in Modern Times @
- HIST 360 Early Warfare, East and West #
- HIST 492 Undergraduate Seminar in Medieval Chinese History @#
- HIST 493 Problems in Modern Chinese History @
- HIST 494 The Japanese in Asia @
- HIST 499 Problems in Modern Chinese History @
- HIST 691 Chinese Historiography and Source Materials
- HIST 693-694 Problems in Modern Chinese History
- HIST 791-792 Seminar in Medieval Chinese History

- ART H 481 The Arts in Modern China @
- ART H 482 Ceramic Art of China and Southeast Asia @#
- ILRIC 332-532 Labor in Developing Economies
- SOC 545 Peasants, Market, and the State

#### China—Language Courses

- CHIN 101-102 Elementary Standard Chinese
- CHIN 109-110 Beginning Reading and Writing (Standard Chinese)
- CHIN 111-112 Beginning Cantonese
- CHIN 113-114 Beginning Reading for Cantonese Speakers
- CHIN 161-162 FALCON @
- CHIN 201-202 Intermediate Standard Chinese @
- CHIN 215-216 Mandarin for Cantonese Speakers @
- CHIN 301-302 Advanced Standard Chinese @
- CHIN 303-304 Advanced Standard Chinese Conversation @
- CHIN 411-412 Advanced Chinese: Focus on Fiction
- CHIN 413-414 Advanced Chinese: Focus on Current Events

#### Japan—Area Courses

- ANTHR 345 Japanese Society @
- ANTHR 645 Japanese Ethnology
- ANTHR 655 East Asia: Readings in Specific Problems
- GOVT 344 Political Economy of East Asia
- GOVT 346 Modern Japanese Politics @
- GOVT 396 The Past as Prelude? Japan in Asia, Germany in Europe (also HIST 352) @
- GOVT 482 International Relations of East Asia @
- GOVT 642 Comparative Political Economy: East Asia
- HIST 298 State, Society, and Culture in Modern Japan @
- HIST 420 Tale of Genji in Historical Perspective @#
- HIST 489 Undergraduate Seminar in Modern Japanese History @
- HIST 494 The Japanese in Asia @
- HIST 497 Premodern Japan-Historical Perspectives @#
- HIST 797-798 Seminar in Japanese Thought
- ILRHR 656 International Human Resource Management
- ILRHR 690 Comparative Human Resource Management
- ILRIC 333/533 Western Europe, United States, and Japan in a Changing World Economy
- MUSIC 481 Japanese Music: Style and Tradition
- NBA 580 Industrial Policy: Lessons for the United States from Japan and Europe
- NBA 589 Business in Japan

#### Japan—Language Courses

- JAPAN 101-102 Elementary Japanese
- JAPAN 123 Accelerated Introductory Japanese
- JAPAN 141-142 Beginning Japanese at a Moderate Pace
- JAPAN 161-162 FALCON @
- JAPAN 201-202 Intermediate Japanese Reading I @
- JAPAN 203-204 Intermediate Japanese Conversation @
- JAPAN 241-242 Intermediate Japanese at a Moderate Pace
- JAPAN 301-302 Intermediate Japanese Reading II @
- JAPAN 303-304 Communicative Competence @
- JAPAN 341-342 Advanced Japanese @
- JAPAN 401-402 Advanced Japanese Reading @
- JAPAN 404 Linguistic Structure of Japanese
- JAPAN 407-408 Oral Narration and Public Speaking
- JAPAN 410 History of Japanese Language @#
- JAPAN 421-422 Directed Readings
- JAPAN 543-544 Intermediate Japanese for Business Purposes
- JAPAN 545-546 Advanced Japanese for Business Purposes

#### South Asia—Area Courses

- ARME 700.2 Individual Study in Agricultural, Resource, and Managerial Economics
- ANTHR 275 Human Biology and Evolution (also BIOES 275 and NS 275)
- ANTHR 339 Peoples and Cultures of the Himalayas @
- ANTHR 371 Human Paleontology (also BIOES 371)
- ANTHR 448 Contemporary Approaches to South Asian Anthropology @
- ANTHR 619 Anthropological Approaches to the Study of Buddhism in Asia
- ANTHR 640-641 South Asia: Readings in Specific Problems
- ANTHR 673 Human Evolution: History, Concepts, and Theory (also BIOES 673)
- ARCH 342 Architecture as a Cultural System
- ARCH 441-442 Special Topics in Architectural Culture and Society
- ARCH 445 Architecture and the Mythic Imagination
- ARCH 446 Topics in Architecture, Culture, and Society
- ARCH 447 Architectural Design and the Utopian Tradition
- ARCH 448 The Indian Example and the Visual Tradition in Culture
- ARCH 647-648 Architecture in its Cultural Context I & II
- ARCH 649 Graduate Investigations in Architecture, Culture, and Society

ARCH 667-668 Architecture in Its Cultural Context

CRP 671 Seminar in International Planning

CRP 775 Transnational Corporations and Developing Regions

ECON 375 Economic Problems of India

GOVT 351 India: Social and Economic Change in a Democratic Polity @

GOVT 367 Politics of Development

GOVT 436 Environmental Politics and Policy

GOVT 640 Political Economy of India

GOVT 648 The Political Economy of Change: Rural Development in the Third World

GOVT 649 Agrarian Political Economy: Land, Labor and Nature

GOVT 651 Agrarian Change in South Asia—Politics, Society, and Culture

GOVT 687 International Environmental Policy

GOVT 692 The Administration of Agriculture and Rural Development

HDFS 436 Language Development (also PSYCH 436 and LING 436)

HDFS 633 Seminar on Language Development

ART H 386 Art of South Asia @ #

ART H 489 Miniature Paintings and Drawings of India @

LING 701-702 Directed Research

R SOC 425 Gender Relations, Gender Ideologies and Social Change

R SOC 645 Rural Economy and Society

R SOC 725 The Sociology of "Third World" States

**South Asia—Language Courses**

BENGL 121-122 Elementary Bengali

BENGL 201-202 Intermediate Bengali Reading @

BENGL 203-204 Intermediate Bengali Composition and Conversation @

BENGL 303-304 Bengali Literature I, II

HINDI 101-102 Elementary Hindi-Urdu

HINDI 109-110 Accelerated Elementary Hindi-Urdu

HINDI 201-202 Intermediate Hindi Reading @

HINDI 203-204 Intermediate Composition and Conversation @

HINDI 301-302 Advanced Readings in Hindi Literature @

HINDI 303-304 Advanced Composition and Conversation @

HINDI 305-306 Advanced Hindi Readings @

NEPAL 101-102 Elementary Nepali

NEPAL 106 Intensive Nepali

NEPAL 201-202 Intermediate Nepali Conversation @

NEPAL 203-204 Intermediate Nepali Composition @

NEPAL 301-302 Advanced Nepali

PALI 131-132 Elementary Pali

SINHA 101-102 Elementary Sinhala

SINHA 160 Intensive Sinhala

SINHA 201-202 Intermediate Sinhala Reading @

SINHA 203-204 Intermediate Composition and Conversation @

TAMIL 101-102 Elementary Tamil

TAMIL 201-202 Intermediate Tamil Conversation

TAMIL 203-204 Intermediate Tamil Composition

CLASS 403-404 Independent Study in Sanskrit Undergraduate

CLASS 703-704 Independent Study in Sanskrit Graduate

**Southeast Asia—Area Courses**

ANTHR 306 Ethnographic Description

ANTHR 316 Power, Society and Culture in Island Southeast Asia

ANTHR 322 Magic, Myth, Science, and Religion (also RELST 322) @

ANTHR 335 People and Cultures of Mainland Southeast Asia @

ANTHR 424 Anthropology Amongst Disciplines @

ANTHR 447 Ethnology of Southeast Asia @

ANTHR 619 Anthropological Approaches to the Study of Buddhism in Asia

ANTHR 628 Political Anthropology: Indonesia

ANTHR 634-635 Southeast Asia: Readings in Special Problems

GOVT 344 Government and Politics of Southeast Asia @

GOVT 349 Political Role of the Military

GOVT 642 Comparative Political Economy: East Asia

GOVT 647 Political Anthropology: Southeast Asia

GOVT 652 Political Problems of Southeast Asia

GOVT 692 The Administration of Agriculture and Rural Development

HIST 395 Southeast Asia to the Eighteenth Century @ #

HIST 396 Southeast Asian History from the Eighteenth Century @

HIST 494 The Japanese in Asia @

HIST 695 Early Southeast Asia: Graduate Proseminar

HIST 696 Modern Southeast Asia: Graduate Proseminar

HIST 697 Seminar in Southeast Asian Palaeology

HIST 795-796 Seminar in Southeast Asian History

ART H 396 The Arts of Southeast Asia @ #

ART H 482 Ceramic Art of China and Southeast Asia @ #

LING 230 Introduction to Southeast Asian Languages and Linguistics @

LING 405-406 Sociolinguistics

LING 600 Field Methods

LING 701-702 Directed Research

MUSIC 245 Gamelan in Indonesian History and Cultures @

MUSIC 345-346 Introduction to the Gamelan @

MUSIC 445-446 Cornell Gamelan Ensemble

MUSIC 680 Topics in Ethnomusicology

NBA 529 Business Environment in Southeast Asia

**Southeast Asia—Language Courses**

BURM 103-104 Burmese Conversation Practice

BURM 121-122 Elementary Burmese

BURM 123 Continuing Burmese

BURM 201-202 Intermediate Burmese Reading

BURM 301-302 Advanced Burmese Reading

BURM 401-402 Burmese Directed Individual Study

CEBU 101-102 Elementary Cebuano

INDO 161-162 FALCON @

INDO 121-122 Elementary Indonesian

INDO 123 Continuing Indonesian

INDO 203-204 Intermediate Composition and Conversation

INDO 205-206 Intermediate Indonesian @

INDO 300 Linguistic Structure of Indonesian

INDO 301-302 Advanced Readings in Indonesian and Malay

INDO 303-304 Advanced Indonesian Conversation and Composition

INDO 305-306 Directed Individual Study

INDO 401-402 Advanced Readings in Indonesian and Malay Literature

JAVA 131-132 Elementary Javanese

JAVA 133-134 Continuing Javanese

JAVA 203-204 Directed Individual Study

KHMER 101-102 Elementary Khmer

KHMER 201-202 Intermediate Khmer Reading @

KHMER 203-204 Intermediate Composition and Conversation @

KHMER 301-302 Advanced Khmer @

KHMER 401-402 Directed Individual Study

KHMER 403-404 Structure of Khmer

TAG 121-122 Elementary Tagalog

TAG 123 Continuing Tagalog

TAG 205-206 Intermediate Tagalog @

TAG 300 Linguistic Structure of Tagalog

THAI 101-102 Elementary Thai

THAI 201-202 Intermediate Thai Reading

THAI 203-204 Intermediate Composition and Conversation @

THAI 301-302 Advanced Thai @

THAI 303-304 Thai Literature

THAI 401-402 Directed Individual Study

VIET 101-102 Elementary Vietnamese

VIET 201-202 Intermediate Vietnamese Reading

VIET 301-302 Advanced Vietnamese

VIET 401-402 Directed Individual Study

## ASTRONOMY

Y. Terzian, chair (512 Space Sciences Building, 255-4935); M. P. Haynes, director of undergraduate studies (530 Space Sciences Building 255-0610); J. A. Burns, D. B. Campbell, D. F. Chernoff, J. M. Cordes, M. M. Davis, P. J. Gierasch, R. Giovanelli, P. F. Goldsmith, T. L. Herter, J. R. Houck, P. D. Nicholson, C. E. Sagan, E. E. Salpeter, S. W. Squyres, G. J. Stacey, S. A. Teukolsky, J. F. Veverka, I. M. Wasserman. Emeritus: T. Gold, T. Hagfors, M. O. Harwit

Cornell's astronomy faculty, research staff, and graduate students are active in diverse areas of modern astronomy ranging from theoretical astrophysics and general relativity to radio and radar astronomy, infrared and optical astronomy, and the exploration of the solar system. Cornell operates two local optical observatories, the world's largest radio telescope at Arecibo, Puerto Rico, and with two other institutions, the 200-inch optical telescope at Mt. Palomar in California.

The department offers a number of courses to satisfy a general interest in astronomy. These courses have few or no prerequisites and are not intended for the training of professional astronomers. Among the introductory courses, several choices are available, depending on background and on the requirements to be fulfilled. The 100-level courses are designed primarily for non-science majors. The alternative introductory sequence Astronomy 211-212 is geared toward sophomore physical science and engineering majors and requires coregistration in beginning calculus. Astronomy 201 and 202 are intended for students with an interest in astronomy but no scientific background; they are topical rather than survey-oriented. Astronomy 332 is designed for physical science and engineering majors as an introduction to astrophysics. Other courses at the 200 and 300 levels may appeal to students of various backgrounds and interests, as indicated in the individual course descriptions.

Courses numbered above 400 are intended for students who have had two to three years of college physics and at least two years of college mathematics. Astronomy 440, Independent Study, permits students to engage in individual research projects under the guidance of a faculty member.

Interested students are encouraged to become members of the undergraduate Cornell Astronomy Club. The club has access to the Fuyes Observatory on campus and conducts regular observing and astrophotography sessions. All students are invited to visit the Space Sciences Building, see the exhibits on display there, and consult a faculty member about career plans or choice of courses.

### The Major

The purpose of the major in astronomy is to provide in-depth knowledge and education about the nature of the universe. Astronomy relies heavily on preparation in physics and mathematics. Consequently, many courses in these fields are included as prerequisites. In preparation for the major, a student would

normally elect the introductory physics sequence Physics 112-213-214 or 116-217-218 and the complementary pathway in mathematics, Mathematics 111-122-221-222 or 191-192-293-294 (or equivalent). Students who anticipate undertaking graduate study are urged to elect the honors physics sequence Physics 116-217-218-318-327 if possible. The sophomore seminar Astronomy 233 "Topics in Astronomy and Astrophysics" will provide an introduction to current research in astronomy and astrophysics for prospective majors, but is not required of students who elect to major in astronomy after the sophomore year. Students are also urged to acquire computer literacy. Acceptance to the major will first be considered after completion of three semesters of introductory physics and mathematics and in general will require a GPA of 3.20 in physics and mathematics courses.

The major requirements stress the importance of building a strong preparation in physical science. The following upper level courses are normally required:

Physics 314 or 318, 316, 323 or 327, 341 and 443

Mathematics 421 and 422 (or equivalent, e.g. A&EP 321-2)

Astronomy 410, 431, and 432.

Students interested in planetary studies may substitute one or more appropriate advanced courses upon consent of the major adviser or may pursue an independent major under the program in the Science of Earth Systems. In addition, majors are also encouraged to supplement the above courses with any astronomy, physics, or other appropriate courses at or above the 300 level. Advanced seniors can enroll in astronomy graduate courses with the consent of the instructor. Students are also encouraged to work with faculty members on independent study projects under the course Astronomy 440 or to apply to a variety of programs at Cornell, Arecibo, and elsewhere that offer undergraduates summer employment as research assistants. Nearly all undergraduate majors and concentrators become involved in research projects in the upperclass years.

Students whose interest in astronomy is sparked somewhat late in their undergraduate career are encouraged to discuss possible paths with the Director of Undergraduate Studies in Astronomy.

**Honors.** A student may be granted honors in astronomy upon the recommendation of the Astronomy Advisers Committee of the astronomy faculty.

**Double majors.** A double major in astronomy and another subject is possible in many circumstances. However, the set of courses used to fulfill the requirements for each major must be completely independent.

**Concentration.** The concentration in astronomy for other majors normally requires 12 credits, at least 8 of which must be at the 300 level or above. Astronomy 233 is recommended for sophomores planning to concentrate in astronomy.

### Distribution Requirement

All courses in astronomy, except Astronomy 233, may be used to fulfill the science distribution requirement in the Colleges of Arts and Sciences.

## Courses

### ASTRO 101 The Nature of the Universe

Fall. 4 credits. No prerequisites. Labs and discussions limited to 20 students each.

T. Herter; labs: G. Stacey.

The history of the universe and the physical nature of existence. An examination of the universe and our place in it and the possible existence of life and intelligence elsewhere in the cosmos. The nature of stars, galaxies, and quasi-stellar sources. The birth, evolution, and death of stars and the formation of the chemical elements, including discussions of supernovae, pulsars, neutron stars, and black holes. The physical state and composition of the interstellar material and its influence on the evolution of our galaxy. An introduction to the special and general theories of relativity. The nature of time. Modern theories of cosmology and the structure and evolution of the universe. The complete lecture notes are made available on the World Wide Web.

### ASTRO 102 Our Solar System

Spring. 4 credits. No prerequisites. Labs and discussions limited to 20 students each. P. Gierasch, J. Houck; labs:

G. Stacey.

A survey of the current state and past evolution of our solar system, with emphasis on results from the direct exploration of planets by spacecraft. The course is divided into four parts: theories of formation; the inner planets; the outer solar system; and the search for life in the solar system and elsewhere. Stress is placed on the important processes that have shaped the evolution of planets and satellites.

### ASTRO 103 The Nature of the Universe

Fall. 3 credits.

Identical to Astronomy 101 except for omission of the laboratory (see description above).

### ASTRO 104 Our Solar System

Spring. 3 credits.

Identical to Astronomy 102 except for omission of the laboratory (see description above).

### ASTRO 105 An Introduction to the Universe

Summer. 3 credits.

How do we measure the size of our galaxy and the size of the universe? Is the universe round or flat? How are the stars born, why do they shine, and how do they die? What are the chemical elements, and how were they formed in stars? What are quasars, pulsars, and black holes? How was the solar system formed? What are the environments of other planets like? What is the basic structure of Earth and the other planets? Will we catastrophically alter the earth? Does life exist elsewhere in the universe? How can we find out? Each student has an opportunity to make observations with small telescopes.

### ASTRO 106 Essential Ideas in Relativity and Cosmology

Summer. 3 credits. Prerequisites: high school algebra and trigonometry.

Einstein's theories of special and general relativity, which brought about a fundamental change in our conceptual understanding of space and time, will be studied. Correspondence to, and conflicts with, common sense will be pointed out. Applications to various areas will be studied: in special relativity—space travel, equivalence of mass and energy,



nuclear fission and fusion, and thermonuclear processes in the sun; in general relativity—motion of light and particles in curved space-time, cosmological models, and the question of whether the universe is open or closed.

#### **ASTRO 107 An Introduction to the Universe**

Summer. 4 credits.

Identical to Astronomy 105 except for the addition of the afternoon laboratory.

#### **ASTRO 201 Our Home in the Universe**

Fall. 3 credits. Lec 1, T R 10:10–11:25, R. Giovanelli; Lec 2, M W F 10:10–11:05, M. Haynes. Assumes no scientific background. Preference given to freshmen and sophomores.

A general discussion of our relation to the physical universe and how our view of the universe has changed from ancient to modern times. Several main themes are covered over the course of semester: (1) our view of the night sky from the ancient Greeks to the Hubble Space Telescope, (2) the death of stars and the formation of black holes, (3) dark matter and the structure of galaxies and (4) the origin, evolution, and fate of the universe. We present a nonmathematical introduction to these subjects and discuss uncertainties and unresolved issues in our understanding.

#### **ASTRO 202 Our Home in the Solar System**

Spring. 3 credits. Prerequisite: some background in science. Course intended for freshman and sophomores. Limited to 25 students. Permission of instructor. C. Sagan.

A comparison of the Earth with the other worlds in our solar system, with an emphasis on the nature and fragility of planetary environments. Topics to be discussed include the climate and weather, species extinctions, the history of climate change, evolution of the atmosphere of the Earth and other planets, ecology and biological interdependence, and threats to the current global environment—including ozone layer depletion, greenhouse warming, and nuclear winter. Possible solutions to these problems, including their economic and social costs and their ethical implications, will be considered. The course will attempt to develop skills in writing and in elementary physics and chemistry.

#### **ASTRO 211 Astronomy: Stars, Galaxies, and Cosmology**

Fall. 4 credits. Intended for engineering and physical sciences freshmen and sophomores. Prerequisite: introductory calculus or coregistration in Mathematics 111 or 191. J. Houck.

The formation and evolution of normal stars, supernovae, pulsars, quasars, and black holes. The interstellar medium. Cosmology and the structure and evolution of galaxies.

#### **ASTRO 212 The Solar System: Planets, Satellites, and Rings**

Spring. 4 credits. Intended for first and second year engineering and physical sciences students. Prerequisite: introductory calculus or coregistration in Mathematics 111 or 191; some knowledge of classical physics (mechanics and thermodynamics). P. Nicholson.

Celestial mechanics; tidal evolution; the physics and chemistry of planetary surfaces, atmospheres, and satellites; planetary interiors; planetary rings; asteroids, comets, and

meteorites; searches for other planetary systems.

#### **ASTRO 233 Topics in Astronomy and Astrophysics**

Fall. 2 credits. Prerequisites: Physics 112 and 213, Mathematics 112 and 221, or permission of instructor. Intended for sophomores planning to major in astronomy or related fields. M. Haynes, P. Nicholson.

A seminar course on selected topics in astronomy and astrophysics designed for prospective astronomy majors. Content will vary from year to year, but will include topics from the fields of planetary, galactic, and extragalactic research.

#### **ASTRO 280 Space Exploration**

Fall. 3 credits. S. Squires.

This course provides an overview of space science, with particular emphasis on the solar system, and a detailed examination of a few selected objects, including the planet Mars, the satellites in the outer solar system, and comets. The focus is on methods of collecting information and especially on spacecraft and space missions. Topics will include the design and limitations of instruments. Ethical and political questions associated with space exploration will be discussed. Intended for students with an interest in science, technology, and associated policy issues. No special background in physical sciences, math, or engineering is assumed.

#### **ASTRO 290 Relativity and Astrophysics**

Spring. 4 credits. Prerequisites: freshman physics and calculus; knowledge of geometry. I. Wasserman.

This course provides a geometrically based introduction to special and general relativity, followed by consideration of astrophysical applications. Included will be discussion of tests of Einstein's theory of space, time, and gravitation; physics of white dwarfs, neutron stars, and black holes; introduction to modern cosmology.

#### **ASTRO 299 Search For Life in the Universe**

Fall. 4 credits. Prerequisites: two courses in any physical science subject or permission of instructor. P. Goldsmith, Y. Terzian.

The contents of the universe will be surveyed. Theories of cosmic and stellar evolution, and of the formation and evolution of planetary systems, planetary atmospheres and surfaces will be reviewed. Questions regarding the evolution of life and the development of technology will be discussed. Methods to detect extraterrestrial life with emphasis on radio telescopes and associated instrumentation will be presented. Hypothetical communication systems will be developed and discussed.

#### **ASTRO 331 Climate Dynamics (also SCAS 331)**

#### **ASTRO 332 Elements of Astrophysics**

Spring. 4 credits. Prerequisites: calculus and Physics 213. Physics 214 strongly recommended. R. Giovanelli, P. Nicholson.

An introduction to astronomy, with emphasis on the application of physics to the study of the universe. Physical laws of radiation. Distance, size, mass, and age of stars, galaxies, and the universe; stellar evolution and nucleosynthesis. Supernovae, pulsars, and black holes. Galaxies and quasars. Introduc-

tion to cosmology. The structure and evolution of planets and of the solar system. Mainly intended for students of science, engineering and science education, interested in astronomy and astrophysics.

#### **ASTRO 410 Experimental Astronomy**

Fall. 4 credits. Prerequisites: Physics 214 (or 310 or 360), Physics 325 (or co-registration) or permission of instructor. J. Cordes, P. Goldsmith, J. Houck.

Observational astrophysics. Major experiments will involve techniques in CCD (charge-coupled-device) imaging, optical photometry, optical spectroscopy, radiometry, radio spectroscopy and radio astronomy. The experiments involve use of the Hartung-Boothroyd Observatory's 24-inch telescope, a laboratory 2-element radio interferometer, and a radio telescope mounted on top of the Space Sciences Building. The laboratory covers the fundamentals of using astronomical instrumentation and data analysis as applied to celestial phenomena: asteroids, normal stars, supernova remnants, globular clusters, planetary nebulae, the interstellar medium and galaxies.

#### **ASTRO 431 Introduction to Astrophysics and Space Sciences I**

Fall. 4 credits. Prerequisites: mathematics above the 200 level and physics above the 300 level; co-registration in Physics 341 and 443 is recommended. Staff.

A systematic development of modern astrophysical concepts for physical science majors. Atomic and electromagnetic processes in space. Introduction to star formation, stellar structure and evolution, radiative transfer, and the interstellar medium. At the level of *Astrophysical Concepts*, by Harwit.

#### **ASTRO 432 Introduction to Astrophysics and Space Sciences II**

Spring. 4 credits. Prerequisite: Astronomy 431 or permission of instructor. Staff.

This course is divided into two broad topics; the astrophysics of the interstellar medium and cosmology. The interstellar medium section will cover thermal equilibrium and radiative transport in HII regions, atomic gas regions, and molecular clouds. The cosmology section will include expansion of the universe, metrics, Friedmann equations, dark matter, cosmological tests, the early universe, and the cosmological production of the elements. At the level of *Astrophysics of Gaseous Nebulae and Galactic Nuclei* by Osterbrock.

#### **ASTRO 434 The Evolution of Planets**

Spring. 4 credits.

An introduction to the physical and chemical processes that have been active in altering the environments of planets and satellites from their original to their present state. Theories of the formation of the solar system are revealed with special emphasis on chemical differentiation of the primeval solar nebula. A critical assessment is made of how well the various theories account for the clues left in the meteorite record and how well they explain the current environments of the planets and satellites. The main ideas about the formation and evolution of terrestrial planets, satellite systems, and asteroids are considered in detail. Some specific topics included are the history of the earth-moon system, the probable evolution of Jupiter's Galilean satellites, and the comparative histories of Venus, Earth, and Mars.

**ASTRO 440 Independent Study in Astronomy**

Fall or spring. 2-4 credits. Prerequisite: permission of instructor. Recommended: familiarity with the topics covered in Astronomy 332, 431, or 434.

Individuals work on selected topics. A program of study is devised by the student and instructor. Students need to fill out an independent study form, have it signed by the instructor, and register in the department office, 510 Space Sciences Building.

**ASTRO 490 Senior Seminar Critical Thinking**

Spring. 3 credits. J. Cordes, Y. Terzian. Critical thinking in scientific and nonscientific contexts. Topics will include elements of classical logic and rhetoric, including standards of evidence. Case studies will include examples of competing hypotheses in the history of science, as well as examples from borderline science and medicine, religion, and politics. Stress will be laid on creative generation of alternative hypotheses and their winnowing by critical scrutiny. Topics will include the nature and history of the universe, the nature of reality, the possibilities of life on other planets, and artificial intelligence.

**ASTRO 509 General Relativity**

For description, see PHYS 553. S. Teukolsky.

**ASTRO 510 Applications of General Relativity**

For description, see PHYS 554. S. Teukolsky.

**[ASTRO 511 Physics of Black Holes, White Dwarfs, and Neutron Stars (also Physics 525)]**

Spring. 4 credits. Not offered 1996-97. The formation of compact objects; neutrino and gravitational radiation from supernova collapse and neutron stars. Equilibrium configurations, equations of state, stability criteria and mass limits: the influence of rotation and magnetic fields. Pulsar phenomena. Mass flow in binary systems; spherical and disk accretion; high-temperature radiation processes. Compact X-ray sources and X-ray bursts. Emphasis will be on the application of fundamental physical principles to compact objects. No astronomy or general relativity prerequisites. Text: *Physics of Black Holes, White Dwarfs, and Neutron Stars*, by Shapiro and Teukolsky.]

**ASTRO 516 Galactic Structure and Stellar Dynamics**

Fall. 4 credits. D. Chernoff. The kinematics and distribution of stars in the solar neighborhood. The dynamical structure, composition, and evolution of our galaxy. Characteristics and classifications of galaxies, galaxy groups, globular clusters, and clusters of galaxies. Theory of N-body systems, stellar encounters, collisional and violent relaxation, and stellar evaporation rates. Dynamical evolution of star cluster and associations. Theory of spiral structure. Binary and rotating star systems.

**[ASTRO 520 Radio Astronomy**

Fall. 4 credits. Not offered 1996-97. Radio astronomy telescopes and electronics; antenna theory; observing procedures and data analysis; concepts of interferometry and aperture synthesis.]

**ASTRO 523 Signal Processing and Data Analysis in Astronomy**

Fall. 4 credits. J. Cordes.

Topics will include probability theory, Fourier analysis of discrete and continuous time series, digital filtering, spectral analysis, parameter estimation, statistical inference using Bayesian methods, stochastic and chaotic processes, image formation and analysis, maximum entropy analysis, and cluster analysis. Special topics will include neural networks and genetic algorithms. Examples will be drawn from subject areas in astronomy and astrophysics, geophysics, plasma physics, and electronics.

**ASTRO 525 Techniques of Optical/Infrared and Submillimeter Astronomy**

Spring. 4 credits. T. Herter, G. Stacey. Optical/infrared and submillimeter telescopes and instrumentation will be discussed and related to current research in these fields. Special emphasis will be on detector elements, instrument design and construction, data analysis and observing procedures. Intended for students with a thorough understanding of undergraduate physics.

**[ASTRO 530 Astrophysical Processes**

Spring. 4 credits. Not offered 1996-97. Thermal and nonthermal radiation processes encountered in studies of stars, the interstellar and intergalactic media, galaxies and quasars. Fundamentals of radiative transfer, bremsstrahlung, synchrotron radiation, and Compton scattering will be covered, as well as spectral line transfer, gas heating and cooling, and topics in atomic and molecular spectroscopy. These topics will be discussed within the framework of astrophysical situations, such as star formation, interstellar gas and dust clouds, jets, active galactic nuclei, clusters of galaxies and cosmology.]

**[ASTRO 555 Theory of the Interstellar Medium**

Spring. 4 credits. Not offered 1996-97. D. Chernoff. Global theories of the interstellar medium-mass and energy exchange between the different phases. The role of shock waves and energetic outflows in the thermal equilibrium and ionization state of gas in the galaxy. Basic astrophysical fluids and plasmas. Galactic dynamics. Observations techniques, current problems and results.]

**[ASTRO 560 Theory of Stellar Structure and Evolution (also Physics 667)]**

Fall. 4 credits. Not offered 1996-97. I. Wasserman. Observational overview; hydrostatic equilibrium; equations of state; radiative and convective energy transport; nuclear burning; solar neutrinos; rotation and magnetic fields; stellar seismology; brown dwarfs; pre-main sequence contraction.]

**[ASTRO 570 Physics of the Planets**

Fall. 4 credits. Not offered 1996-97. P. Nicholson. An introductory survey of planetary science with an emphasis on the application of physical principles. Planetary dynamics, including satellite orbits, tidal interactions, resonances, and ring dynamics. An introduction to the theory of planetary interiors, gravitational fields, heat sources, and rotational mechanics. Physics and chemistry of planetary atmospheres, including radiative transfer, convection, and thermal structure. Important observational results, including those of ground-based optical, infrared, radio, and radar astronomy, as well as those made

by spacecraft, will also be discussed. Intended for students in astronomy, physics, and engineering.]

**[ASTRO 571 Mechanics of the Solar System (also Theoretical and Applied Mechanics 673)]**

Spring. 3 credits. Not offered 1996-97. J. Burns. Gravitational potential, planetary gravity fields. Free and forced rotations. Chandler wobble, polar wander, damping of nutation. Equilibrium tidal theory, tidal heating. Orbital evolution of natural satellites, resonances, spin-orbit coupling. Cassini states. Long-term variations in planetary orbits. Orbital and Rotational Chaos. Dust dynamics. Dynamics of ring systems. Seismic waves, free oscillations. Illustrative examples are drawn from contemporary research.]

**[ASTRO 575 Atmospheric and Ionospheric Physics (also Electrical Engineering 585)]**

Fall. 3 credits. Not offered 1996-97. P. Gierasch, M. Kelley. Energy balance and thermal structure of neutral atmospheres. Elements of circulation theory. Waves and instabilities. Coupling of lower atmospheres to upper atmospheres. Observations of the terrestrial atmosphere and of the other planets. Physical processes in the earth's ionosphere and magnetosphere. Production, loss, and transport of charged particles. Electric fields. Coupling of neutral atmosphere dynamics with electric fields and charged-particle transport. Diagnostic techniques, including radar and in situ observations. The equatorial electrojet. Observations of ionospheres on the other planets.]

**[ASTRO 576 Solar Terrestrial Physics (also Electrical Engineering 586)]**

Spring. 3 credits. Not offered 1996-97. High-latitude ionosphere; electric fields in the polar cap and auroral zone; particle precipitation and the aurora; magnetic and ionospheric storms; plasma instabilities in the ionosphere and magnetosphere; structure and physical processes in the sun, solar corona, and solar wind; interactions between the solar wind and the earth's magnetosphere; trapping, acceleration, and drift of energetic particles in the magnetosphere.]

**[ASTRO 579 Celestial Mechanics**

For description, See T&AM 672. Not offered 1996-97.]

**ASTRO 590 Galaxies and the Universe**

Spring. 4 credits. R. Giovanelli, M. Haynes. The universe, its constituents, its large-scale structure, and its history in the light of the major thrusts of extragalactic research. The morphology, photometry, dynamics, and kinematics of galaxies and their subsystems. Determination of masses, mass-to-light ratios, and the "missing mass." Activity in Seyferts, radio galaxies, and quasars. Binaries, groups, clusters and superclusters. The extragalactic distance scale. Galaxy formation and evolution. Confrontation of cosmological theories with observational results.

**[ASTRO 599 Cosmology**

Spring. 4 credits. Prerequisites: statistical physics, quantum mechanics and electromagnetic theory. Not offered 1996-97. I. Wasserman.

This course is intended to provide a detailed theoretical development of current ideas in cosmology. Topics will include observational overview; growth of irregularities, galaxy formation and clustering; big bang cosmology, recombination, nucleosynthesis; very early universe, symmetry breaking, inflationary scenarios. At the level of Peebles, *Principle of Physical Cosmology*.]

**[ASTRO 620 Seminar: Advanced Radio Astronomy]**

Spring. 2 credits. Prerequisites: some background in extragalactic astronomy and/or radio astronomy suggested. Open to advanced undergraduates by permission of instructor. Not offered 1996-97.

Selected topics in observational cosmology at radio wavelengths including: redshift surveys, gas stripping mechanisms, rotation curves and the distributions of mass and light, large scale structure, peculiar motions, atomic and molecular studies at high redshift, the Sunyaev-Zel'dovich effect, evolution of radio luminosity function, and the cosmic microwave background.]

**ASTRO 621 Seminar: Planetary Radar Astronomy**

Spring. 3 credits. Prerequisites: satisfactory completion of undergraduate mathematics and physics sequences for physical science/engineering majors, or permission of instructor. D. Campbell.

Techniques of planetary radar astronomy, results of recent observations, and physical interpretation. Target detectability; the radar equation. Radar observables; delay and Doppler resolution. Instrumentation: antennas, receivers, transmitters, digital hardware. Signal processing and data analysis techniques. Target characterization: scattering laws and polarization properties. Delay-Doppler interferometry. Topographic mapping. Radar observations from orbit; bistatic measurements. Synthetic aperture radar. Satellite and STS systems for radar studies of Earth. Pioneer Venus and VRM. Groundbased results: Moon, Venus, Mercury, Mars, asteroids, comets, Galilean satellites, Saturn's rings.

**ASTRO 640 Advanced Study and Research**

Fall or spring. Credit to be arranged. Guided reading and seminars on topics not currently covered in regular courses. Students need to register in the department office, 510 Space Sciences Building.

**[ASTRO 660 Cosmic Electrodynamics (also Applied and Engineering Physics 608)]**

Spring. 2 credits. Not offered 1996-97.]

**ASTRO 671 Seminar: Planetary Science**

Fall. 3 credits. J. Veverka. An informal series of lectures discussing the techniques used to obtain and interpret spacecraft and earth-based remote sensing data to the planets and smaller bodies in the solar system. Intended for graduate students and seniors. The emphasis this year will be on the exploration of asteroids, including recent results obtained by the Galileo spacecraft and data expected from the NEAR spacecraft currently on its way to asteroid 433 Eros.

**ASTRO 673 Seminar: Planetary Atmospheres**

Spring. 2 credits. P. Gierasch. This course will deal with motions in planetary atmospheres. Among the topics to

be discussed are the Venus general circulation, dust and water transports on Mars, alternating jets on the outer planets, and compositional layering in the outer planets.

**[ASTRO 680 Seminar: Cosmic Rays and High-Energy Electromagnetic Radiation]**

Spring. 2 credits. Not offered 1996-97.]

**[ASTRO 690 Seminar: Computational Astrophysics (also Physics 680)]**

Spring. 3 credits. Prerequisites: working knowledge of FORTRAN or C. Not offered 1996-97. S. Teukolsky.

A course designed to familiarize graduate students with numerical techniques for solving diverse problems in astrophysics. Numerical methods discussed in the course will include solving ordinary and partial differential equations, linear algebra and eigenvalue problems, Monte Carlo techniques, fast Fourier transforms, etc. In contrast to traditional numerical analysis courses, the flavor of the course will be "how-to", rather than theoretical. No theorems will be proved. Students will be allotted computer time to solve, both individually and in small teams, assigned numerical exercises. Text: *Numerical Recipes* by Press, Teukolsky, Vetterling, and Flannery.]

**ASTRO 699 Seminar: Problems in Theoretical Astrophysics (also Physics 665)**

Fall. 2 credits. I. Wasserman.

An informal seminar that will examine "New Directions in Astrophysics." The participants will discuss neutrino astronomy, LIGO (the gravitational wave observatory), high energy gamma rays and cosmic rays, laboratory searches for dark matter, and the future of optical, radio, and infrared astronomy, both on the ground and in space. The seminar is open to all graduate students.

**ASTRO 699 Seminar: Theoretical Astrophysics (also Physics 665)**

Spring. 2 credits. D. Chernoff.

An informal seminar for advanced graduate students in astronomy or physics. Topics will include the Hubble space telescope results.

## BIOLOGICAL SCIENCES

P. J. Bruns, director (169 Biotechnology Building, 255-5042); H. T. Stinson, associate director and director of undergraduate studies (200 Stimson Hall, 255-5233); R. M. Sparrow, biology center coordinator (Biology Center, 216 Stimson Hall, 255-3358); M. L. Cox, executive staff assistant (200 Stimson Hall, 255-6859)

Biology is a popular subject at many universities for a variety of reasons: It is a science that is in an exciting phase of development; it prepares students for careers in challenging and appealing fields such as human and veterinary medicine, environmental sciences, and biotechnology; and it deals with the inherently interesting questions that arise when we try to understand ourselves and the living world around us. Many of the decisions we face today deal with the opportunities and problems that biology has put before us.

The major in biological sciences at Cornell is offered by the Division of Biological Sciences to students enrolled in either the College of Agriculture and Life Sciences or the College of

Arts and Sciences. Student services in the division's Office for Academic Affairs and the Behrman Biology Center are available to students from either college.

The biology major is designed to enable students to acquire the foundations in physical and life sciences necessary to understand modern biology and to pursue advanced studies in a specific area of biology. Programs of study include animal physiology; biochemistry; cell biology; ecology and evolutionary biology; general biology; genetics and development; microbiology; neurobiology and behavior; and plant biology. A special program of study is available for qualified students with an interest in nutrition. Students interested in the marine sciences may consult the Cornell Marine Programs Office (G14 Stimson Hall, 255-3717) for academic advice and career counseling. For more details about the biology curriculum see the section in this catalog on the Division of Biological Sciences.

## BIOLOGY AND SOCIETY MAJOR

See Special Programs and Interdisciplinary Studies.

## BURMESE

See Modern Languages under Languages and Linguistics.

## CAMBODIAN

See Modern Languages under Languages and Linguistics.

## CEBUANO (BISAYAN)

See Modern Languages under Languages and Linguistics.

## CHEMISTRY

B. Ganem, chair (122 Baker Laboratory, 255-4174); H. D. Abruna, A. C. Albrecht, B. A. Baird, T. P. Begley, J. M. Burlitch, B. K. Carpenter, J. C. Clardy, D. B. Collum, H. F. Davis, F. J. DiSalvo, G. S. Ezra, R. C. Fay, J. M. J. Fréchet, J. H. Freed, M. A. Hines, R. Hoffmann, P. L. Houston, R. Loring, J. E. McMurry, J. Meinwald, S. O. Russo, D. Sogah, D. A. Usher, B. Widom, C. F. Wilcox, P. T. Wolczanski, D. B. Zax

J. E. McMurry, director of undergraduate studies

S. T. Marcus, associate director of undergraduate studies

The chemistry department offers a full range of courses in physical, organic, inorganic, analytical, theoretical, bioorganic, and biophysical chemistry. In addition to their teaching interests, chemistry faculty members have active research programs. The link between teaching and research is a vital one in a continuously evolving scientific subject; it ensures that students will be provided with the most advanced information and perspectives, and affords opportunities for students to participate in research.

## The Standard Major

The chemistry major at Cornell provides a great deal of flexibility and prepares students for a large variety of career options. In recent years, chemistry majors have gone on to graduate study in chemistry, medicine, law, and business management, as well as directly into positions with chemical, pharmaceutical, and other industrial companies. A major in chemistry can also provide the basis for work in related areas such as molecular biology, chemical physics, geochemistry, chemical engineering, materials science, solid state physics, and secondary education. The required courses for the major can be completed in three years, leaving the senior year open for advanced and independent work under the supervision of a professor.

The courses are arranged as a progression, with some (including mathematics and physics) prerequisite to those that are more advanced. During the first year, a student should normally register for general chemistry (preferably Chemistry 215-216 although Chemistry 207-208 is acceptable), mathematics, a freshman writing seminar, a foreign language if necessary, or physics. Chemistry 215-216 is aimed at those students with good preparation and a strong interest in chemistry. Students who do not know if their preparation is adequate should consult the instructor. In the second year a student should complete calculus and take physics and organic chemistry (Chemistry 359-360 is preferred to Chemistry 357-358). The second-year laboratory courses include 300, Quantitative Chemistry, if needed, and 301, Experimental Chemistry I. Chemistry 389-390, Physical Chemistry I and II, and Chemistry 302-303, Experimental Chemistry II and III, should be completed in the third year. Chemistry 410 should be completed in the third or fourth year. Advanced work in chemistry and related subjects can be pursued in the fourth year and in the earlier years as well. The opportunity for independent research is also available. All students with questions about the major are encouraged to consult the chair of the Department of Chemistry or the chair's representative. Entering students who are exceptionally well prepared in chemistry may receive advanced placement credit for Chemistry 207.

Prerequisites for admission to a major in chemistry are (1) Chemistry 215-216; or 207-208; 300; or 211-208, 300; or 103, 208, 300; (2) Physics 207 or 112; and (3) Mathematics 111 or 191. Students are not encouraged to undertake a major in chemistry unless they have passed those prerequisite courses at a good level of proficiency. The minimum additional courses that must be completed for the standard major in chemistry are listed below.

- 1) Chemistry 301-302-303, 359-360 (357-358 may be substituted), 389-390, and 410
- 2) Mathematics 112, 213; or 122, 221-222; or 192-293-294
- 3) Physics 208

Potential majors electing to take Mathematics 213 are strongly urged to do so in their sophomore year to avoid scheduling conflicts with Chemistry 389 in their junior year.

The sequence described above is a basic program in chemistry that students can extend substantially in whatever direction suits their own needs and interests. Those going on to

do graduate work in chemistry should recognize that these requirements are minimal and should supplement their programs, where possible, with further courses such as Chemistry 405, 605, 606, 666, 668, and 681. Even students not planning graduate work in chemistry should consider advanced work in physics and mathematics, courses in the biological sciences, and advanced work in chemistry as possible extensions of the basic program.

**Honors.** The honors program in chemistry offers superior students in the standard major, an opportunity to study independently in seminars and to gain additional experience by engaging in research during the senior year. It is particularly recommended to those who plan graduate work in chemistry. Prospective candidates should complete the introductory organic chemistry and physical chemistry sequences by the end of the junior year, although failure to have completed those courses in the junior year does not in itself disqualify a student from the honors program. Completion of the program at a high level of performance leads to the degree of Bachelor of Arts with honors in chemistry. Students will be admitted to the program by invitation of the department, with selection based on a superior cumulative average, including chemistry grades, and good performance in a prior research program.

Prospective candidates should discuss their plans with advisers by March 1 of their junior year; participants are notified by early January of their senior year. To be awarded honors, candidates must show outstanding performance in at least 8 credits of undergraduate research such as is offered in Chemistry 421, 433, 461, or 477. In addition, the writing of a thesis in the honors seminar (Chemistry 498) is expected.

## The Alternative Major

The alternative major is a flexible program that provides core coverage of chemistry around which students can design a program to meet their own career goals. Requirements consist of a core program along with four additional courses chosen by the student. One of the four must be in chemistry at the 300 level or above; the other three may be in another field but should represent a cohesive plan and must be approved by a departmental committee. Students who select the alternative major are not eligible for the Honors Program.

### The Core Program for the Alternative Major

- 1) Chemistry 215-216 (or 207-208, 300; or 211, 208, 300; or 103, 208, 300); 253, 251, 287, 289, and 410 (Chem 357-358 or 359-360 can be substituted for Chem 253, or Chem 389-390 can be substituted for Chem 287, thereby fulfilling the requirement for an additional chemistry course)
- 2) Mathematics 111-112; or 111, 122; or 191-192
- 3) Physics 207-208; or 112, 213

### Additional Courses for the Alternative Major

Possible plans for the remaining three courses might include programs in Biochemistry; Biology; Physics; Computer Science; Polymers; Materials Science; Science, Technology, and Society; History and Philosophy of Science and Technology; Business and Management; Economics; Education; and others.

Premedical students and those interested in pursuing double majors might find the alternative major particularly attractive. The course requirements for admission to the alternative major are the same as those for the standard major.

## Program for Science Teachers

Chemistry majors who wish to become teachers will be interested to know that Cornell University offers a certification program for teachers of secondary (grades 7-12) science. Interested students apply to the program during their sophomore or junior years. If accepted, students integrate some course work in Education with the rest of their undergraduate studies. All chemistry majors who enter this program will remain in the College of Arts and Sciences to complete the major.

After earning the bachelor's degree, certification students enter the Graduate Field of Education to complete a fifth year of study at Cornell. Following this fifth year, students are eligible for a master's degree from Cornell and a teaching certificate from New York State. Additional information is available from Susie Slack, 424 Kennedy Hall, 255-9255 or Prof. Deborah Trumbull, 426 Kennedy Hall, 255-3108.

## Laboratory Course Regulations

Students registered for laboratory courses who do not appear at the first meeting of the laboratory will forfeit their registration in that course.

Students and members of the teaching staff are required to wear safety goggles and lab aprons in all chemistry laboratories. Close-toed footwear is required (no sandals). Students are reminded to take their goggles and lab aprons to the first laboratory session. Those who fail to cooperate with the safety program will be asked to leave the laboratories.

Students are required to pay for glassware and any other items broken or missing from their laboratory desks at the close of each semester. Students who fail to inventory their desks at the appointed time in the presence of their instructor are charged a \$10 fee in addition to charges for any breakage.

## Courses

Note: Class meeting times are accurate at the time of publication. If changes are necessary, the department will provide new information as soon as possible.

Preliminary examinations for all courses may be given in the evening.

### CHEM 103 Introduction to General Chemistry

Fall or summer. 4 credits. Enrollment limited. Recommended for students who have not had high school chemistry and for those needing a less intensive course than Chemistry 207-208. Lects, M W F 11:15; lab, T R or F 8:00-11:00, or M W or F 1:25-4:25. Prelims: 7:30-9 p.m., Oct. 8, Nov. 14. D. Y. Sogah.

An introduction to general chemistry, with emphasis on important principles and facts. Chemistry 103 covers much of the same material as Chemistry 207 and the first third of Chemistry 208, but does so in less depth.



**CHEM 203 Strategies in Science: The World of Chemistry**

Spring. 3 credits. This course plus Chemistry 103, 204, or 207 or 211 satisfies the College of Arts and Sciences physical science distribution requirement. Chemistry 203 also satisfies the C.A.L.S. physical science requirement of one course in chemistry. S-U or letter grades. Lects, M W F 1:25. Prelims: 7:30-9 p.m., Feb. 25, April 1. P. L. Houston.

A general appreciation of chemistry in the everyday world which will highlight for nonscientists the way the scientific method works. Using several case studies, the course will focus not only on what modern chemistry has accomplished, but more generally on the way scientists think, how they function, what their *modus operandi* is. Selected topics include (a) the chemistry of food, food additives, and the effect of diet on health; (b) drugs and medicines; (c) air and water pollution, pesticides, herbicides, acid rain, and other environmental chemistry; (d) the chemistry of plastics, polymers, and other modern materials; (e) the chemistry of taste and smell, including flavors, perfumes, and cosmetics; and (f) biotechnology and genetic chemistry. Other topics to be discussed are the influence of the media on scientific issues, the decision-making process in science, scientific publishing, and fraud in science.

**CHEM 204 The Language of Chemistry**

Fall. 3 credits. This course contributes to meeting the College of Arts and Sciences "Physical and Biological Sciences" (Group I) distribution requirement, as well as the C.A.L.S. physical science requirement of one course in chemistry. S-U or letter grades. Lects, M W F 12:20. Prelims: 12:20 p.m. Sept. 27, Oct. 30. J. Meinwald. In his autobiography, A. Kornberg (Nobel Laureate in Medicine, 1959) wrote, "much of life can be understood in rational terms if expressed in the language of chemistry. It is an international language, a language for all time, a language that explains where we came from, what we are, and where the physical world will allow us to go." Through careful examination of a few milestone investigations of naturally occurring biologically important compounds (such as the antimalarial quinine, bombykol, and the sperm attractants of algae), the principles of chemistry to which Kornberg refers will be developed. Methods of analyzing chemical problems will be emphasized, rather than the memorization of specific results or formulas. There will be an opportunity for students, working in small groups, to prepare and present short reports on topics of particular current interest at the interface between chemistry and biology.

**CHEM 207-208 General Chemistry**

207, fall or summer; 208, spring or summer. 4 credits each term. Enrollment limited. Recommended for those students who will take further courses in chemistry. Prerequisite for Chemistry 207: high school chemistry. Prerequisite for Chemistry 208: Chemistry 207 or 103. Lects: T R 9:05, 10:10 or 12:20. Lab: T R F 8-12 or M T W R F 12:20-4:25. Prelims: 7:30-9 p.m., Oct. 8, Nov. 14, Feb. 25, April 10. Fall: J. E. McMurry; spring: TBA. The fundamental chemical principles and descriptive facts are covered, with considerable attention given to the quantitative aspects and to the techniques important for further work in chemistry. Second-term laboratory

includes a systematic study of qualitative analysis.

*Note:* Entering students exceptionally well prepared in chemistry may receive advanced placement credit for General Chemistry by demonstrating competence in the advanced placement examination of the College Entrance Examination Board or in the departmental examination given at Cornell before classes start in the fall.

**CHEM 211 Chemistry for the Applied Sciences**

Fall or spring. 4 credits. Recommended for those students who intend to take only one term of chemistry. Enrollment limited. Prerequisite: high school chemistry or permission of instructor. Corequisite: a calculus course at the level of Mathematics 111 or 191. Lects: M W F 12:20. Lab: fall and spring, M T W R F 1:25-4:25. Prelims: 7:30-9 p.m., Sept. 24, Oct. 24, Nov. 26, Feb. 13, March 11, April 15. Fall: F. J. DiSalvo; spring: H. F. Davis.

The important chemical principles and facts are covered with the objective of understanding the role of chemistry in other fields. Emphasis is on topics such as solid-state materials, periodic trends, and specific classes of compounds, such as polymers.

*Note:* Entering students exceptionally well prepared in chemistry may receive advanced placement credit for General Chemistry by demonstrating competence in the advanced placement examination of the College Entrance Examination Board or in the departmental examination given at Cornell before classes start in the fall.

**CHEM 215-216 General and Inorganic Chemistry**

215, fall; 216, spring. Fall, 4 credits; spring, 5 credits. Recommended for students who intend to specialize in chemistry or in related fields. Enrollment limited. Prerequisites: good performance in high school chemistry and physics and in mathematics SAT. Corequisite: a calculus course at the level of Mathematics 111 or 191 for students who have not taken high school calculus. Prerequisite for Chemistry 216: Chemistry 215. Fall: lects, M W F 12:20; lab, M T W R or F 1:25-4:25. Spring: lects, M W F 12:20; two labs, M W 1:25-4:25, T R 10:10-1:10 or T R 1:25-4:25. Prelims: 7:30-9 p.m., Oct. 1, Nov. 14, Feb. 13, March 11, April 15. Fall: R. Hoffmann; spring: P. Wolczanski.

An intensive systematic study of the laws and concepts of chemistry, with considerable emphasis on quantitative aspects. Second term includes systematics of inorganic chemistry. Laboratory work covers both qualitative and quantitative analysis.

**[CHEM 222 Molecular Messengers in Nature**

Spring. 3 credits. Prerequisite: one year of high school chemistry, Chemistry 103 or 207, or permission of instructor. Not offered 1996-97.

Organisms communicate with one another in nature chiefly by means of chemical signals. We will examine this intriguing mode of communication as it applies to a wide variety of species ranging from bacteria to insects and mammals, including humans. Essential concepts of organic chemistry and biology will be introduced and illustrated. Each student will be expected to prepare a term paper, and there will be an opportunity for oral presenta-

tion of some of these papers for class discussion.]

**CHEM 251 Introduction to Experimental Organic Chemistry**

Fall, spring, or summer. 2 credits. Recommended for non-chemistry majors. Enrollment limited. Prerequisites: coregistration in Chemistry 253, 257 or 357. Lects: fall, R 11:15 or F 8:00; spring, F 8; lab, M T W R or F 1:25-4:25, or T or R 8-11. Prelims: 7:30-9 p.m., Fall: Nov. 17. Spring: April 8. Fall: S. Russo; Spring: S. Russo.

Introduction to the synthesis, separation, and handling of materials, including applications of many types of chromatography, simple and fractional distillation, crystallization, extraction, and others.

**CHEM 252 Elementary Experimental Organic Chemistry**

Spring or summer. 2 credits. Recommended for non-chemistry majors. Prerequisite: Chemistry 251. Lec, R 11:15; lab, M T W R or F 1:25-4:25, or T or R 8-11. Prelims: 7:30-9 p.m. April 8. S. Russo.

A continuation of Chemistry 251.

**CHEM 253 Elementary Organic Chemistry**

Fall or summer. 4 credits. Primarily for students in the biological curricula. Prerequisite: Chemistry 208 or 216. Lects, M W F S 11:15. Prelims: 7:30-9 p.m., Sept. 24, Oct. 22, Nov. 19. D. A. Usher.

Organic molecules and the mechanisms of organic reactions, including a brief introduction to the organic chemistry of some biomolecules.

*Note:* Because of duplication of material, students are not permitted to earn both 4 credits for Chemistry 253 and 3 credits for Chemistry 357. In special situations (consult instructor for details), students should take Chemistry 255 for 2 credits after having earned 3 credits for Chemistry 357. Students may earn 6 credits by taking Chemistry 251-253 or 8 credits by taking Chemistry 357, 358 and 251 or 253, 251, and 252.

**CHEM 255 Elementary Organic Chemistry**

Fall or summer. 2 credits. Same course as Chemistry 253, but to be taken for reduced credit by students already having 3 credits for Chemistry 357.

**CHEM 257 Introduction to Organic and Biological Chemistry**

Spring. 3 credits. Prerequisite: Chemistry 103 or 207. Because Chemistry 257 is only a three-credit course, it does not provide a practical route to satisfying medical school requirements. Lects, M W F 11:15. Prelims: 7:30-9:00 p.m., Feb. 27, April 10. C. Wilcox.

An introduction to organic chemistry with an emphasis on those structures and reactions of organic compounds having particular relevance to biological chemistry. The course offers a physical picture of the factors controlling chemical reactivity. The main elements of biological chemistry will be presented from the perspective of an organic chemist.

**CHEM 287-288 Introductory Physical Chemistry**

287, fall; 288, spring. 3 credits each term. Prerequisites: Chemistry 208 or 216 and Mathematics 111-112, or permission of instructor. Prerequisite for Chemistry 288: Chemistry 287 or 389. Lec, M W F 9:05; 287: rec, M or W 1:25, T 9:05; 288: rec, M or W 1:25. Prelims: 7:30-9 p.m., 287: Oct. 3, Nov. 7, Dec. 3. 288: Feb. 13, March 25, April 24. Fall: J. H. Freed; spring: A. C. Albrecht.

A systematic treatment of the fundamental principles of physical chemistry, focusing in the fall on thermodynamics and the quantum mechanics of the periodic table and chemical bonding. In the spring the course will be oriented to the application of physical chemistry to biological systems, including mass transport, kinetics, spectroscopy, and probability. Chemistry 287 satisfies the minimum requirement for physical chemistry in the alternative chemistry major.

**CHEM 289-290 Introductory Physical Chemistry Laboratory**

289, fall; 290, spring. 2 credits each term. Lec, fall, R 8:00 a.m.; spring, R 9:05. Lab: fall, M T 1:25-4:25; spring, M T W R F 1:25-4:25. Fall: A. C. Albrecht; spring: J. H. Freed.

Quantitative and qualitative methods basic to the experimental study of physical chemistry.

**CHEM 300 Quantitative Chemistry**

Fall. 2 credits. Prerequisite: Chemistry 208 or advanced placement in chemistry. Lec, R 10:10; lab, M T W R F 12:20-4:25 or T 8-12. Prelim: 7:30-9 p.m., Nov. 21. J. M. Burlitch.

Gravimetric, volumetric, spectrophotometric, and potentiometric methods are emphasized. Techniques are learned by analysis of knowns and then are used on unknowns. Lectures and problem sets stress the relationship between theory and applications.

**CHEM 301 Experimental Chemistry I**

Spring. 4 credits. Prerequisites: Chemistry 216 or 300, and 253 or 357 or 359. Lec, M W F 8:00; 2 labs, M W 1:25-4:25 or T R 8-11 or T R 1:25-4:25. D. A. Usher.

An introduction to the techniques of synthetic organic chemistry. A representative selection of the most important classes of organic reactions will be explored in the laboratory. The theoretical basis for these reactions and for the separation techniques used will be discussed in the lectures.

**CHEM 302 Experimental Chemistry II**

Fall. 4 credits. Enrollment limited; preference given to chemistry majors. Prerequisite: Chemistry 301. Lec, M W F 9:05; 2 labs, M W 1:25-4:25, T R 8-11 or T R 1:25-4:25. M. A. Hines.

Instrumental methods of analysis, including optical spectroscopy, atomic absorption, NMR, gas chromatography, and electrochemical methods.

**CHEM 303 Experimental Chemistry III**

Spring. 4 credits. Each lab limited to 11 students. Prerequisites: Chemistry 302, 389, 390; coregistration in the latter is permissible. Lec, M W F 9:05; 2 labs, M W 1:25-4:25, or T R 9:00-12 or T R 1:25-4:25. M. Hines.

An introduction to measurement strategies in physical chemistry as applied to kinetics, spectroscopy, the dynamics of photo-excited states, and the dielectric properties of matter.

The principles and assembly of electronic, optic, computer, and vacuum line equipment will be studied.

**CHEM 357-358 Introductory Organic Chemistry**

357, fall; 358, spring. 3 credits each term. Prerequisite for Chemistry 357: Chemistry 208 or 216 or advanced placement; recommended: concurrent registration in Chemistry 251 or 300. Prerequisite for Chemistry 358: Chemistry 357; recommended: concurrent registration in Chemistry 252 or 301. Lec, M W F 9:05 or 10:10, optional rec may be offered. Prelims: 7:30-9 p.m., Sept. 26, Oct. 22, Nov. 19, Feb. 13, March 13, April 15. Fall: J. M. J. Frechet; spring: J. E. McMurry.

A systematic study of the more important classes of carbon compounds—reactions of their functional groups, methods of synthesis, relations, and uses.

*Note:* Because of duplication of material, students are not permitted to earn both 4 credits for Chemistry 253 and 3 credits for Chemistry 357. In special situations (consult instructor for details), students should take Chemistry 255 for 2 credits after having earned 3 credits for Chemistry 357. Students will not be permitted to take Chemistry 358 after completing Chemistry 253.

**CHEM 359-360 Organic Chemistry I and II**

359, fall; 360, spring. 4 credits each term. Recommended for students who intend to specialize in chemistry or closely related fields. Enrollment limited. Prerequisites: Chemistry 216 with a grade of B or better, Chemistry 208 with a grade of A or better, or permission of instructor. Prerequisite for Chemistry 360: Chemistry 359. Recommended: coregistration in Chemistry 300-301-302. Lec, M W F 9:05; dis sec, W 7:30 p.m.; prelims, Fall: 7:30-9:00 p.m., Sept. 25, Oct. 23, Nov. 13, Spring: 9:05 a.m., Feb. 19, Apr. 4. Fall: J. C. Clardy; spring, T. P. Begley.

A rigorous and systematic study of organic compounds, their structures, the mechanisms of their reactions, and the ways they are synthesized in nature and in the laboratory.

**CHEM 389-390 Physical Chemistry I and II**

389, fall; 390, spring. 4 credits each term. Prerequisites: Mathematics 213 or, ideally, 221-222; Physics 208; Chemistry 208 or 216 or permission of instructor. Prerequisite for Chemistry 390: Chemistry 389. Lec, 389: M W F 10:10; rec M or W 1:25 or T 9:05. Lec, 390: M W F 10:10; prelims: 7:30-9 p.m. 389: Oct. 3, Nov. 7, Dec. 3. 390: Feb. 13, March 11, April 15. Fall: G. S. Ezra; spring: 390: R. Loring.

The principles of physical chemistry are studied from the standpoint of the laws of thermodynamics, kinetic theory, statistical mechanics, and quantum chemistry.

**CHEM 391 Physical Chemistry II**

Spring. 4 credits. Enrollment limited to engineering students only. Prerequisites: Mathematics 293; Physics 112, 213; Chemistry 208 or 216 or permission of instructor. Co-requisite: Math 294. Prerequisite for Chemistry 391: Chemistry 389. Lec, M W F 9:05; rec M or T 9:05; prelims: 7:30-9 p.m. Mar. 4, Apr. 8. B. Anton.

The principles of physical chemistry are studied from the standpoint of the laws of thermodynamics, kinetic theory, statistical mechanics, and quantum chemistry.

**[CHEM 405 Techniques of Modern Synthetic Chemistry**

Spring. 3 or 6 credits. Enrollment limited. Prerequisites: Chemistry 302 and permission of instructor. To receive three credits, students must perform a minimum of three two-week experiments. Six credits will be given for three additional experiments. Completion of five exercises in elementary glass-blowing will count as one experiment. Lab time required: 16 hours each week, including at least two 4-hour sessions in one section (M W 1:25). First meeting will be at 1:30 on first class day of semester. Lec, first week only, at times to be arranged. Not offered 1996-97. J. M. Burlitch.

The syntheses of complex organic, organometallic, and inorganic molecules are carried out with emphasis on the following techniques: vacuum line, high pressure, high-temperature solid state, inert atmosphere, nonaqueous solvents, radioactive labeling, sol-gel, photochemical and electrochemical methods, solid phase peptide synthesis, and polymer synthesis. Elementary glassblowing.]

**CHEM 410 Inorganic Chemistry**

Fall. 4 credits. Prerequisites: Chemistry 253, 358 or 360, and 287 or 390. Lec, M W F 11:15. Prelims: 7:30-9:00 p.m., Sept. 26, Oct. 29, Nov. 26. R. C. Fay.

A systematic study of the synthesis, structure, bonding, reactivity and uses of inorganic molecular and solid state compounds.

**CHEM 421 Introduction to Inorganic Chemistry Research**

Fall or spring. 2-4 credits. Prerequisites: Chemistry 303 and 389-390, or Chemistry 287-288, and Chemistry 289-290 with an average of B- or better, or permission of instructor. Selected faculty.

Research in inorganic chemistry involving both laboratory and library work, planned in consultation with a faculty member.

**CHEM 433 Introduction to Analytical Chemistry Research**

Fall or spring. 2-4 credits. Prerequisites: Chemistry 303 and 390 with an average of B- or better or permission of instructor. Selected faculty.

Research in analytical chemistry involving both laboratory and library work, planned in consultation with a faculty member.

**CHEM 461 Introduction to Organic Chemistry Research**

Fall or spring. 2-4 credits. Prerequisites: Chemistry 302 and 358 or 360 with a grade of B- or better or permission of instructor. Selected faculty.

Research in organic chemistry involving both laboratory and library work, planned in consultation with a faculty member.

**CHEM 477 Introduction to Physical Chemistry Research**

Fall or spring. 2-4 credits. Prerequisite: Chemistry 390 with an average of B- or better or permission of instructor. Selected faculty.

Research in physical chemistry involving both laboratory and library work, planned in consultation with a faculty member.

**CHEM 498 Honors Seminar**

Spring. No credit. Admission to standard chemistry majors only by departmental invitation. Additional prerequisites or corequisites: outstanding performance in either (1) two coherent 4-credit units of research in a course such as Chemistry 421, 433, 461, or 477; or (2) one 4-credit unit in a course such as Chemistry 421, 433, 461, or 477 and summer research equivalent to at least 4 credits in the same subject. W 2:30–4. D. B. Zax.

Informal presentations and discussions of selected topics in which all students participate. Individual research is on advanced problems in chemistry or a related subject under the guidance of a faculty member, culminating in a written report.

**CHEM 600–601 General Chemistry Colloquium**

600, fall; 601, spring. No credit. Required of all graduate students except those majoring in organic or bioorganic chemistry. Juniors and seniors are encouraged to attend. R 11:15. Fall: R. Loring; spring: R. Loring.

A series of talks representative of all fields of current research interest in chemistry other than organic chemistry, given by distinguished visitors and faculty members.

**CHEM 605 Advanced Inorganic Chemistry I: Symmetry, Structure, and Reactivity**

Fall. 4 credits. Prerequisite: Chemistry 389–390 or equivalent or permission of instructor. Lects, M W F 11:15. J. M. Burlitch.

Selected topics in structure, bonding, and reactivity of inorganic compounds with emphasis on main group elements; at the level of *Chemistry of the Elements*, by Greenwood and Earnshaw. Group theory applications: hybrid orbitals, molecular orbitals, molecular vibrations, and ligand field theory; at the level of Cotton's *Chemical Applications of Group Theory*.

**CHEM 606 Advanced Inorganic Chemistry II: Synthesis, Structure, and Reactivity of Inorganic and Organotransition Metal Compounds**

Fall. 4 credits. Lects, M W F 10:10. P. T. Wolczanski.

Synthesis, structure, and reactivity of coordination compounds and organometallic complexes. Emphasis on bonding models, structure, and reactivity, including the elucidation of mechanisms. Readings at the level of Purcell and Kotz's *Inorganic Chemistry*, and Collman, Hegedus, Finke, and Norton's *Principles and Applications of Organotransition Metal Chemistry*.

**CHEM 607 Advanced Inorganic Chemistry III: Solid-State Chemistry**

Spring. 4 credits. Prerequisite: Chemistry 605 or permission of instructor. Lects, M W F 11:15. F. J. DiSalvo.

The third of a three-term sequence. Interdisciplinary approach to solids. Topics include solid-state structure and X-ray diffraction, synthesis methods, defects in solids, phase diagrams, electronic structure, and chemical and physical properties of solids. Text: *Solid State Chemistry and Its Applications*, by West. Readings from inorganic chemistry and solid-state physics texts.

**[CHEM 622 Chemical Communication**

Not offered 1996–97.  
For description, see BIONB 623.]

**CHEM 625 Advanced Analytical Chemistry I**

Fall. 4 credits. Prerequisite: Chemistry 288 or 390 or equivalent. Lects, M W F 9:05; occasional prelims W 7:30 p.m. C. F. Wilcox.

The application of molecular spectroscopy to chemical problems. Topics in infrared, NMR, and mass spectroscopy are discussed.

**CHEM 627 Advanced Analytical Chemistry II**

Fall. 3 credits. Primarily for graduate students. Prerequisite: Chemistry 390 or equivalent. Lects, M W F 12:20. D. B. Zax.

Modern techniques in nuclear magnetic resonance. Little overlap is expected with Chem 625, as this course will focus on more general questions of experimental design, understanding of multipulse experiments, and aspects of coherent averaging theory. Example to be taken from both liquid and solid-state NMR. May also be of interest to other coherent spectroscopies.

**[CHEM 628 Trace Element and Isotopic Analysis (also Nutritional Sciences 690)**

Spring. 3 credits. Primarily for graduate students. Prerequisite: Chemistry 288 or 390, or Chemistry 208 and Mathematics 112, or permission of instructor. Offered alternate years. Lects, T R 10:10. Not offered 1996–97. J. T. Brenna.

Modern trace, micro, and surface methods of analysis, including atomic spectrometry, solids mass spectrometry, high precision isotope ratio techniques, microscopic, microprobe, and electron spectroscopy. Applications to biological and solid state problems.]

**[CHEM 629 Electrochemistry**

Fall. 4 credits. Primarily for graduate students and upperclass undergraduates. Prerequisite: Chemistry 390 or equivalent (Mathematics 213 helpful). Lects, T R 8:40–9:55. Not offered 1996–97. H. D. Abruña.

Fundamentals and applications of electrochemistry. Topics will include the fundamentals of electrode kinetics, electron transfer theory, the electrical double layer, diffusion, and other modes of transport. A wide range of techniques and their application as well as instrumental aspects will be covered.]

**CHEM 650–651 Organic and Organometallic Chemistry Seminar**

650, fall; 651, spring. No credit. Required of all graduate students majoring in organic or bioorganic chemistry. Juniors and seniors are encouraged to attend. M 4. Fall: J. Meinwald; spring: D. B. Collum.

A series of talks representative of all fields of current research interest in organic and organometallic chemistry, given by research associates, faculty members, and distinguished visitors.

**CHEM 665 Advanced Organic Chemistry**

Fall. 4 credits. Primarily for graduate students and upperclass undergraduates. Prerequisites: Chemistry 253 or 358 or 360, and 390 or equivalents or permission of instructor. Lects, M W F 12:20. B. K. Carpenter.

A survey of reaction mechanisms and reactive intermediates in organic chemistry.

**CHEM 666 Synthetic Organic Chemistry**

Spring. 4 credits. Primarily for graduate students and upperclass undergraduates. Prerequisite: Chemistry 665 or permission of instructor. Lects, T R 10:10–11:25. D. B. Collum.

Modern techniques of synthesis; applications of organic reaction mechanisms to the problems encountered in rational multistep synthesis, with particular emphasis on modern developments in synthesis design.

**CHEM 668 Chemical Aspects of Biological Processes**

Fall. 4 credits. Prerequisite: Chemistry 360 or equivalent. Lects, T R 9:05–9:55; and Wednesdays 7:30 p.m. T. P. Begley.

A representative selection of the most important classes of enzyme-catalyzed reactions will be examined from a mechanistic perspective. Topics discussed will include the chemical basis of enzymatic catalysis, techniques for the elucidation of enzyme mechanism, cofactor chemistry, and the biosynthesis of selected natural products. The application of chemical principles to understanding biological processes will be emphasized.

**[CHEM 670 Fundamental Principles of Polymer Chemistry**

Fall. Prerequisite: Physical Chemistry 389/390 and Organic Chemistry 359/360 or equivalent or by permission of instructor. Primarily for graduate students and advanced undergraduates. No previous knowledge of polymers is required. Not offered 1996–97.

This course emphasizes general concepts and fundamental principles of polymer chemistry. The first part of the course deals with general introduction to classes of polymers, molar masses and their distributions, and a brief survey of major methods of polymer synthesis—radical, step growth, ionic, group transfer, Ziegler-Natta and metathesis polymerization methods—with emphasis on kinetics and mechanisms rather than on structure. The second part deals with characterization and physical properties. These include: solution properties—solubility and solubility parameters, solution viscosity, molecular weight characterizations [gel permeation chromatography, viscometry, light scattering, osmometry]; bulk properties—thermal and mechanical properties; and structure-property relationships. The discussions will focus on chemistry rather than engineering of polymers.]

**CHEM 671 Synthetic Polymer Chemistry (also Materials Science and Engineering 671 and Chemical Engineering 675)**

Spring. 4 credits. Prerequisite: Chemistry 359–360 or equivalent or permission of instructor; recommended: Materials Science and Engineering 620. Lects, T R 8:30–10:00. D. Sogah.

Modern concepts in synthetic polymer chemistry. The application of organic synthesis to the development of new polymers and copolymers and the control of their architecture. Chain and step-growth polymerizations, reactions of polymers, block and graft copolymers. A broad spectrum of applications from recent literature will also be discussed.

**CHEM 672 Protein Kinetics**

Fall. 4 credits. Primarily for graduate students in Chemistry and Biochemistry. Prerequisite: Chemistry 390, Biological Sciences 331, or equivalents or permission of instructor. Lecs, M W F 10:10. B. A. Baird.

Focus is on protein interactions with ligands and consequent changes in structure and activity. Topics include: protein structure and dynamics; thermodynamics and kinetics of ligand binding; steady state and transient enzyme kinetics; enzyme catalysis and regulation; role of cell membrane receptors in regulating cellular activities.

**CHEM 677 Chemistry of Nucleic Acids**

Spring. 4 credits. Primarily for graduate students. Prerequisites: Chemistry 358 or 360, and 390 or equivalents. S-U grades only. Lecs, M W 10-11:10. D. A. Usher. Properties, synthesis, reactions, and biochemical reactions of nucleic acids.

**CHEM 678 Statistical Thermodynamics**

Fall. 4 credits. Primarily for graduate students. Prerequisite: Chemistry 288 or 390 or equivalents. Lecs, M W F 10:10. F. Davis.

Principles of statistical thermodynamics. Ensemble averages, Boltzmann distribution, partition functions, and thermodynamic quantities. Ideal gases and crystals. Evaluating thermodynamic properties from spectroscopic and structural data. Chemical equilibrium. Dense gases; the second virial coefficient. Statistical mechanics of solutions. Bose-Einstein statistics: photons, phonons. Fermi-Dirac Statistics: electrons in metals. At the level of *Introduction to Statistical Thermodynamics* by Hill.

**[CHEM 681 Physical Chemistry III]**

Fall. 4 credits. Prerequisites: Chemistry 288 or 390; Mathematics 213 and Physics 208; or equivalents. Not offered 1996-97.

An introduction to the principles of quantum theory and statistical mechanics, atomic and molecular spectra, and elementary valence theory. At the level of *Quantum Chemistry*, by Levine.]

**[CHEM 686 Physical Chemistry of Proteins]**

Spring. 4 credits. Primarily for graduate students. Prerequisite: Chemistry 288 or 390 or equivalents. S-U grades. Letter grades for undergraduates. Offered alternate years. Not offered 1996-97.

Chemical constitution, molecular weight, and structural basis of proteins; thermodynamic, hydrodynamic, optical, spectroscopic, and electrical properties; protein and enzyme reactions; statistical mechanics of helix-coil transition in biopolymers; conformation of biopolymers; protein folding.]

**CHEM 700 Baker Lectures**

Spring, on dates to be announced. No credit.

Distinguished scientists who have made significant contributions to chemistry present lectures for periods varying from a few weeks to a full term. This year's lecturer: Prof. Dieter Seebach, Univ. Zürich, Switzerland.

**[CHEM 701-702 Introductory Graduate Seminar in Analytical, Inorganic, and Physical Chemistry]**

701, fall; 702, spring. No credit. Required of all first-year graduate students majoring in analytical, inorganic, physical, theoretical, and biophysical chemistry. Not offered 1996-97.]

**CHEM 716 Special Topics in Advanced Inorganic Chemistry (Bonding in Molecules)**

Spring. 3 credits. Prerequisite: some exposure to (or a course in) quantum mechanics. A good undergraduate physical chemistry course may be sufficient, while Physics 443 or Chemistry 793 or Chemistry 794 are at a substantially higher level than what is needed. Lecs, M W F 12:20. R. Hoffman.

The purpose of this course is to build a qualitative picture of the bonding in all molecules, including organic, inorganic, organometallic systems and extended structures (polymers, surfaces and three-dimensional materials). The approach uses molecular orbital theory to shape a language of orbital interactions. Most quantum mechanic ideas needed will be taught along the way; the course is specifically directed at organic, inorganic, and polymer chemists who are not theoreticians.

**CHEM 745 Physical Polymer Science I (also Chemical Engineering 745)**

Fall. 3 credits. Prerequisite: a graduate-level thermodynamics statistical course. Offered alternate years. Lecs, M W 2:55-4:10. C. Cohen.

Thermodynamic properties of dilute, semidilute, and concentrated solutions from both classical and scaling approaches. Characterization techniques of dilute solutions: osmometry, light scattering, viscometry, and sedimentation. Rubber elasticity; mechanical and thermodynamic properties of gels. Polymer melts: equations of state and glass transition phenomenon.

**[CHEM 762 Special Topics in Organic Chemistry: Fundamentals of Polymer Chemistry]**

Fall. 4 credits. Prerequisite: Physical Chem 389/390 and Organic Chem 359/360 or equivalent or permission of instructor. Primarily for graduate and advanced undergraduate students. Not offered 1996-97. Lecs, T R 8:30-10:00.

Introduction to polymer physical chemistry. Kinetics and mechanisms of Polymerization methods: Ionic, radical, step-growth and group transfer polymerization. Polymer Stereochemistry. Solution properties: Molecular weight characterization and polymer solubility. Mechanical and Thermal Properties. Structure-Property Relations. The discussions will focus on chemistry rather than engineering of polymers and examples will be taken from current literature.]

**CHEM 765 Physical Organic Chemistry I**

Spring. 4 credits. Primarily for graduate students. Prerequisite: Chemistry 665 or permission of instructor. Lecs, M W F 10:10. C. F. Wilcox.

Application of computational and experimental techniques to studies of organic reaction mechanisms and the properties of reactive intermediates.

**[CHEM 766 Physical Organic Chemistry II]**

Spring. 3 credits. Primarily for graduate students. Prerequisite: Chemistry 765 or permission of instructor. Not offered 1996-97.]

**CHEM 774 Chemistry of Natural Products**

Fall. 3 credits. Primarily for graduate students. Prerequisites: Chemistry 665-666. Lecs, T R 10:10-11:30. D. B. Collum.

Particular attention is devoted to methods of structure determination and synthesis as applied to selected terpenes, steroids, alkaloids, and antibiotics.

**CHEM 780 Principles of Chemical Kinetics**

Fall. 4 credits. Prerequisite: Chemistry 681 or permission of instructor. Lecs, T R 10:10-11:25. P. L. Houston.

Principles and theories of chemical kinetics; special topics such as surface reactions, photochemistry, enzymatic reactions, energy transfer, and molecular beams.

**[CHEM 782 Special Topics in Biophysical and Bioorganic Chemistry]**

Spring. 3 credits. Not offered 1996-97. Lecs, T R 11:15.

Topics vary from year to year.]

**CHEM 788 Macromolecular Crystallography (also BIOBM 738)**

Spring. 3 credits. S-U grades optional. Prerequisite: permission of instructor. Offered alternate years. Lecs, M W F 10:10. S. A. Ealick, P. A. Karplus, J. C. Clardy.

Lectures briefly cover the fundamentals of crystallography and focus on methods for determining the 3-dimensional structures of macromolecules. These include crystallization, data collection, multiple isomorphous replacement, molecular replacement, model building, refinement, and structure interpretation.

**[CHEM 789 X-ray Crystallography]**

Spring. 4 credits. Prerequisite: Chemistry 288 or 390 or permission of instructor. Offered alternate years. Lecs, M W F 10:10. Not offered 1996-97. J. Clardy.

A beginning course in the applications of X-ray crystallography to chemistry. Topics include symmetry properties of crystals, diffraction of X-rays by crystals, interpretation of diffraction data, and refinement of structures. The chemical information available from a diffraction experiment is stressed, and practical aspects are incorporated.]

**[CHEM 791 Spectroscopy]**

Spring. 4 credits. Prerequisite: Chemistry 793 or Physics 443 or equivalent. Lecs, M W F 10:10. Not offered 1996-97. A. C. Albrecht.

The course will explore the interaction of light with matter. We will start with the quantum mechanical foundations of spectroscopy and follow with a detailed treatment of a variety of different spectroscopies including the study of rotation, vibration, and electronic spectra of polyatomics. As time and interest allow, we will cover special topics such as non-linear spectroscopies and the molecular symmetry group.]

**[CHEM 792 Molecular Collision Theory]**

Spring. 4 credits. Not offered 1996-97. Lecs, T R 10:10-11:25. G. S. Ezra.

The concepts and methods of scattering theory are described with particular emphasis on applications to problems of chemical interest. At the level of Child's *Molecular Collision Theory* and Taylor's *Scattering Theory*.]

**CHEM 793 Quantum Mechanics I**

Fall. 4 credits. Prerequisites: Chemistry 390, coregistration in A&EP 321 or equivalents or permission of instructor. Lecs, M W F 11:15. R. Loring.



Schrodinger's equation, wave packets, uncertainty principle, WKB theory, matrix mechanics, orbital and spin angular momentum, exclusion principle, perturbation theory, variational principle. At the level of Cohen-Tannoudji's *Quantum Mechanics*.

#### CHEM 794 Quantum Mechanics II

Spring. 4 credits. Prerequisites: Chemistry 793 or equivalent and the equivalent of or coregistration in Physics 432 and Mathematics 422, or permission of instructor. Lects, M W F 9:05. G. S. Ezra. Quantum structure of atoms and molecules. Time-dependent phenomena in quantum mechanics and light-matter interaction. Spectroscopies. Group theory. At the level of Weissbluth's *Atoms and Molecules*, Levine's *Quantum Chemistry*, and Sakurai's *Modern Quantum Mechanics*.

#### CHEM 796 Statistical Mechanics

Spring. 4 credits. Primarily for graduate students. Prerequisite: Chemistry 678 and 793 or equivalent. Lects, T R 8:30-9:55. B. Widom. Statistical mechanics of systems of interacting molecules. Structure and thermodynamics of classical liquids. Phase transitions and critical phenomena in homogeneous fluids. Introduction to non-equilibrium statistical mechanics. Students are presumed to have taken a course in statistical thermodynamics at the level of the first twelve chapters of *Statistical Mechanics*, by McQuarrie.

#### [CHEM 798 Special Topics in Physical Chemistry]

Spring. 4 credits. Prerequisite: Chemistry 605, or 681, or 793, or Physics 443, or the equivalent. Lects, T R 10:10-11:25. Not offered 1996-97. R. Hoffmann.]

## CHINESE

See Modern Languages under Languages and Linguistics.

FALCON Program: 255-6457; J. Wheatley, 416 Morrill Hall, 255-9301.

## CLASSICS

J. Rusten, chair; L. S. Abel, F. M. Ahl, C. Brittain, K. Clinton, J. E. Coleman, J. R. Ginsburg, E. Hohendahl, G. M. Kirkwood (emeritus), H. Koliass, M. Landon, D. Mankin (director of undergraduate studies), G. M. Messing (emeritus), C. Minkowski, A. Nussbaum, H. Pelliccia (director of graduate studies), P. Pucci, H. R. Rawlings III, D. R. Shanzer, G. Van Steen

J. Annas, Townsend Lecturer

Cornell University has long recognized the importance of studying the civilizations of ancient Greece and Rome. Particularly in an age of increasing specialization, study of the Classics is widely viewed as an excellent means of acquiring a liberal education; at Cornell, we are deeply interested in the continuing humanistic values contained in the literature of the ancient world and in gaining a fuller understanding of these important cultures and their imprint upon subsequent ages.

The Department of Classics at Cornell is one of the oldest and largest in the country. With

nineteen faculty members, together with professors of related interests in the departments of History, Philosophy, Comparative Literature, History of Art, Modern Languages and Linguistics, and Near Eastern Studies and in the Archaeology, Medieval Studies, and Religious Studies programs, the range of instruction available is very large, including not only the traditional study of language, literature, and ancient history, but also newer developments in the field, such as comparative study of Mediterranean civilizations and modern literary theory.

Although Classics, like other areas of humanistic study, does not aim at providing specific preprofessional training, over the years Classics majors from Cornell have gone on to a wide variety of careers: in law, teaching, medicine, diplomacy, management, educational administration, government, and many others.

The department offers courses in Bronze Age and Classical archaeology and is active in field projects in Classical lands. It sponsors archaeological excavations at Halai in Greece, which serves as a field training school for Cornell undergraduate and graduate students. On campus there are also collections of ancient artifacts, reproductions of ancient sculpture, and one of the few laboratories in the world to concentrate on the tree-ring dating of ancient monuments from Greece, Cyprus, and Turkey. The archaeology courses may be used to satisfy some of the requirements for the Intercollegiate Program in Archaeology or for the major in Classical Civilization. They require no knowledge of either Greek or Latin. Similarly, the department offers a variety of courses and seminars in English on such subjects as Greek mythology, Greek and Roman mystery religions, early Christianity, and Greek and Roman society, as well as ancient epic, tragedy, history, and philosophy. For those whose interest in things Greek and Roman extends no further than a desire to understand the English language a little better, the department offers one course in the Greek and Latin elements that make up a huge proportion of the vocabulary of Modern English, and another that deals more specifically with the Greek and Latin ingredients of bioscientific vocabulary. Programs in Greek and Latin at the elementary level are also offered, of course; and for the more ambitious there are courses involving reading, in the original, of Greek and Latin authors from Homer to St. Augustine and Bede and, periodically, the Latin works of Dante, Petrarch, and Milton. Sanskrit, the classical language of ancient India, is also offered, along with courses in translation on Indic religion, myth, and literature. The department makes every attempt to adapt its program to the needs of each student. If there is a Classical writer you would like to study, the department will do its best to help you do so whether you are a major in the department or not.

### Majors

The Department of Classics offers majors in Classics, Greek, Latin, and Classical Civilization.

### Classics

Those who major in Classics must complete 24 credits in advanced Greek or Latin (numbered 201 or above) and 15 credits in

related subjects selected in consultation with the adviser.

### Classical Civilization

Those who major in Classical Civilization must complete (a) qualification in Latin and Greek or proficiency in either; (b) 24 credits selected from the courses listed under Classical civilization, Classical archaeology, Latin, and Greek; and (c) 15 credits in related subjects selected in consultation with the adviser.

### Greek

Those who major in Greek must complete 24 credits of advanced courses in Greek and 15 credits in related subjects (including Latin).

### Latin

Requirements for the major in Latin parallel those of the major in Greek.

### Honors

Candidates for the degree of Bachelor of Arts with honors in Classics, Greek, Latin, or Classical civilization must fulfill the requirements of the appropriate major study as given above and must also successfully complete the special honors courses 370, 471, and 472. Credit for honors courses may be included in the credits required for the major study. Students who wish to become candidates for honors, who have a cumulative average of B+ or better, and who have demonstrated superior performance in Classical courses (Greek, Latin, and Classical Civilization), submit an outline of their proposed honors work to the honors committee during the first month of their fifth semester. The chair will appoint a committee of three faculty members for each candidate, and the committee will be responsible for evaluating the candidate's proposal and subsequently supervising his or her work. At the completion of the honors thesis, which must demonstrate knowledge of the main bibliographical sources, give promise of scholarly talent, and show creativity, the committee will determine the level of honors to be awarded.

### Study Abroad

Cornell participates in the Intercollegiate Center for Classical Studies in Rome, which offers courses in Latin, Greek, ancient history, art, archaeology, and Italian. Another opportunity for a semester's study abroad is available through Cornell Abroad in Greece at the Athens Centre. (Consult Cornell Abroad for details.) In addition, Cornell is a member institution of the American School of Classical Studies at Athens, whose Summer Program is open to graduate students and qualified undergraduates. The American Academy in Rome, of which Cornell is also a member institution, offers full-year and summer programs for qualified graduate students. For graduate students the Department of Classics offers a few travel grants each year from the Townsend Memorial Fund. Detailed information on these programs is available in the Department of Classics Office, 120 Goldwin Smith Hall.

### Summer Support for Language Study

The Beatrice R. Kanders Memorial Scholarship (for the summer immediately following the freshman or sophomore year; preference given to dyslexic students) and a certain amount of tuition aid made possible by gifts

from the Constantinos C. Polychronis Foundation are normally available to students who want to enroll in Intensive Latin or Greek in the Cornell summer session. These courses are designed to enable students to enter second-year Latin or Greek the following fall. Preference is given to Classics undergraduate majors, and other students needing Latin or Greek for completion of their majors. Applications are due to the chair of the Department of Classics by March 28.

### Placement in Latin, Ancient Greek, and Modern Greek

Placement of first-year students in Latin, ancient Greek, and modern Greek courses is determined by an examination given by the Department of Classics during orientation week or by arrangement with the director of undergraduate studies.

### Freshman Writing Seminars

The department offers freshman writing seminars on a variety of topics. Consult John S. Knight Writing Seminar Program brochures for times, instructors, and descriptions.

### Classical Civilization

#### CLASS 100 Word Power: Greek and Latin Elements in the English Language

Spring. 3 credits. I. Hohendahl.  
This course gives the student with no knowledge of the Classical languages an understanding of how the Greek and Latin elements that make up over half our English vocabulary operate in both literary and scientific English usage. Attention is paid to how words acquire their meaning and to enlarging each student's working knowledge of vocabulary and grammar.

#### CLASS 102 Bioscientific Terminology

Summer. 3 credits. H. Roisman.  
A study of the Greek and Latin word elements that combine to form most of the specialized terms in the biological sciences. The student who learns the meanings of those elements and the rules of word formation usually can recognize the basic meaning of any unfamiliar word in that field. The class also gives attention to misformations and words still in use that reflect outmoded scientific theories.

#### CLASS 211 The Greek Experience #

Fall. 3 credits. Limited to 50 students. F. Ahl.  
An introduction to the literature and thought of ancient Greece. Topics will include epic and lyric poetry, tragedy and comedy, and historical, political, philosophical, and scientific writings. Some attention will also be given to the daily life of ordinary citizens, supplemented by slides of ancient art and architecture.

#### [CLASS 212 The Roman Experience #

Spring. 3 credits. Not offered 1996-97; next offered 1997-98.  
An introduction to the civilization of the Romans as expressed in their literature, religion, and social and political institutions.]

#### CLASS 217 Initiation to Greek Culture #

Limited to 18 students. This course is intended especially for freshmen (a few exceptionally motivated sophomores or upperclass students may be accepted).

Apply in writing to the chair, Department of Classics, 120 Goldwin Smith Hall.  
Knowledge of Greek or Latin is not necessary, since all texts are in translation. What is necessary is the willingness to participate in three one-hour seminars each week and also a supplementary one-hour (occasionally two-hour) session, during which the class will participate in workshops with specially invited guests.

Fall. 4 credits. P. Pucci and G. Van Steen.  
This course will examine the development in Greek thought from mythological to philosophical explanations of the world and man's place in it. Readings will include Homer, Aeschylus, Sophocles, Euripides, the pre-Socratics, Plato, and Aristotle, as well as works by such seminal modern thinkers as Hegel, Nietzsche, Heidegger, and Derrida.

#### CLASS 223 The Comic Theater (also Comparative Literature 223 and Theatre Arts 223) #

Summer 1997. 3 credits. J. Rusten.  
The origins of comic drama in ancient Greece and Rome, and its subsequent incarnations especially in the Italian renaissance (*Commedia erudita* and *Commedia dell'arte*), Elizabethan England, seventeenth-century France, the English Restoration, and Hollywood in the thirties and forties. Chief topics will be: the growth of the comic theatrical tradition and conventions; techniques and themes of comic plots (trickster, parody, farce, caricature); and the role of comedy in society. All readings in English.

#### [CLASS 224 Hidden Songs in Greece and Asia (also Asian Studies 270 and Comparative Literature 224) @#

Spring. 3 credits. Not offered 1996-97. G. Holst-Warhaft and D. McCann.  
For description, see ASIAN 270.]

#### CLASS 236 Greek Mythology (also Comparative Literature 236) #

Spring and summer 1997. 3 credits. D. Mankin.  
A survey of the Greek myths, with emphasis on the content and significance of the myths in Mediterranean society, including the place of myth in Greek life and consciousness; the factors and influences involved in the creation of myths; and the use of myths for our understanding of Greek literature, religion, and moral and political concepts.

#### [CLASS 237 Greek Religion and Mystery Cults (also Religious Studies 237) #

3 credits. Not offered 1996-97; next offered 1997-98. K. Clinton.  
Greek religion constitutes one of the essential features of ancient Greek civilization and distinguishes it from later Western civilization. Since religion permeates Greek culture, including the major art forms (epic poetry, tragedy, comedy, architecture, painting, and sculpture), the course will investigate the interaction of religion with these forms—an investigation that is fruitful both for the understanding of Greek religion and the forms themselves, some of which, like tragedy, originated in cult. A representative variety of cults and their history will be studied with special emphasis on mystery cults, such as the Eleusinian mysteries of Demeter and Persephone, the Kabiroti, the Great Gods of Samothrace, and Bacchic rites.]

#### [CLASS 238 The Ancient Epic and Beyond #

Fall. 3 credits. Not offered 1996-97; next offered fall 1998. H. Pelliccia.

We will move, Odysseus-like, to the West: beginning with Homer's *Iliad* (and including the British poet Christopher Logue's "account" of the opening books) and *Odyssey*, we will continue in the Hellenistic and Augustan eras with Apollonius of Rhodes' *Argonautica* and Virgil's *Aeneid*. A violent shift in space and time will have us conclude with two New World maritime epics: Herman Melville's *Moby Dick* and Derek Walcott's *Omeros*.]

#### [CLASS 247 Byzantine History and Culture (also Religious Studies 245) #

3 credits. Not offered 1996-97; next offered 1997-98. G. Van Steen.  
From 312 to 1453, the Byzantine Empire was a major force in the Eastern Mediterranean and played a decisive role in the history, politics, and culture of Western Europe. This course traces the political, social, literary, and religious development of the Byzantine state.]

#### CLASS 285 Art, Archaeology, and Analysis (also ARCH 285, ENGRI 185, MS&E 285, PHYS 200, ENGL 285, ART 372, and NS&E 285)

Spring. 3 credits. Staff.  
An interdepartmental course on how techniques of physical sciences and engineering are being applied to issues in cultural research. For complete description, see ENGRI 185.

#### [CLASS 291 Classical Indian Narrative (also Asian Studies 291) @#

Spring. 3 credits. Not offered 1996-97; next offered 1997-98. C. Minkowski.  
For description, see ASIAN 291.]

#### [CLASS 333 Greek and Roman Mystery Cults and Early Christianity (also Religious Studies 333) #

4 credits. A previous course in Classics (civilization or language) or Religious Studies 101 is recommended. Not offered 1996-97; next offered 1997-98. K. Clinton.  
A study of the controversial question of religious continuity between paganism and early Christianity. After a brief survey of Classical mystery cults and Hellenistic religion, the course will focus on such Hellenistic cults as the mystery cults of Isis, Bacchus, and Attis and the Great Mother and on the distinctive features that contributed to their success. Discussion of Christian liturgy and beliefs both in the East and the West to determine what Christianity owed to its pagan predecessors and to isolate the factors that contributed to its triumph over the "rival" pagan cults of late antiquity.]

#### CLASS 345 The Tragic Theater (also Comparative Literature 344 and Theatre Arts 345) #

Fall. 4 credits. Limited to 40 students. F. Ahl.  
Tragedy and its audiences from ancient Greece to modern theater and film. Chief topics: origins of (and changes in) theatrical conventions; Shakespeare and Seneca; tragedy revisited in modern theater and film; how concepts of tragedy are shaped. Works studied will include: Aeschylus' *Agamemnon*; Sophocles' *Oedipus Tyrannus*, *Philoctetes*; Euripides' *Alcestis*, *Helen*, *Iphigeneia in Aulis*, *Orestes*; Seneca's *Thyestes*, *Trojan Women*; Shakespeare's *Julius Caesar*, *Titus Andronicus*, *Othello*; Strindberg's *The Father*; Dürrenmatt's *The Visit*; Bergman's *Seventh Seal*; Cacoyannis' *Iphigeneia*.

**[CLASS 357 Greek Sanctuaries and Pausanias (also Archaeology 357, Religious Studies 353, and Classics 457) #**

3 credits. Prerequisite: at least one course in classical civilization or archaeology. Not offered 1996-97. K. Clinton and J. Coleman.

Many Greek sanctuaries were described by Pausanias, who wrote a guide to Greece in the second century C.E. By comparing his descriptions (and other written sources) with the archaeological remains at the actual sites, the course will examine how these sanctuaries functioned and what they meant to Greeks of his day. No Greek required for 357; for 457 see Greek, Classics 457.]

**[CLASS 363 Representations of Women in Ancient Greece and Rome (also History 367 and Women's Studies 363) #**

Spring. 4 credits. Not offered 1996-97; next offered spring 1998. L. S. Abel and J. Ginsburg.

The task of this course is to analyze ancient Greek and Roman representations of women—some famous, some infamous, some nameless—within their historical and cultural contexts and the assumptions that underlie these representations. Using literary, historical, legal, and artistic sources (in translation) and examining the historiographical and methodological problems the use of such evidence poses, the class will assess the changing social conditions that relate to the roles, status, and images of women in antiquity. Among the topics considered are: myth and ideology, women's role in the family and society, views of the female body and female sexuality, the place of women in creative art.]

**[CLASS 382 Greeks, Romans, and Victorians (also Comparative Literature 382) #**

Spring. 4 credits. Not offered 1996-97; next offered 1997-98. F. Ahl.

Modern popular and scholarly views of Greek and Latin literature were shaped in the Victorian years of the nineteenth century, between the years of Republican and Marxist revolution. This course explores some of the ways in which nineteenth-century social and intellectual upheavals, and changes in scholarly techniques and approaches, may have affected how English and Irish writers presented Greco-Roman antiquity and, especially, how they began to discard an idealized past based on a Roman model for one based on a Greek model. The focus will be on poets and dramatists (and a few artists and novelists) rather than on philosophers and scientists. The varied influences of Vergil and Homer, Seneca and Sophocles, Plautus and Aristophanes, Horace, and Greek lyric poetry will be discussed in selected works of writers such as Thomas More, Shelley, Byron, Swinburne, Arnold, Tennyson, W. S. Gilbert, Oscar Wilde, Samuel Butler, and others, including important artists such as Aubrey Beardsley.]

**[CLASS 390 Comparative Sanskrit Myth and Epic (also Asian Studies 390) @ #**

Fall. 4 credits. Not offered 1996-97; next offered 1998-99. C. Minkowski. For description, see ASIAN 390.]

**[CLASS 395 Classical Indian Philosophical Systems (also Asian Studies 395 and Religious Studies 395) @ #**

4 credits. Prerequisite: some background in philosophy or in classical Indian culture. Not offered 1996-97; next offered 1998-99. C. Minkowski.

For description, see ASIAN 395.]

**[CLASS 463 Gender and Politics in the Roman World (also History 463 and Women's Studies 464) #**

4 credits. Not offered 1996-97. J. Ginsburg.

An undergraduate seminar examining the relationship between gender and politics in the late Roman Republic and early Empire. Among the questions this course will address are: was politics the exclusive domain of men in Roman society (as is generally assumed) or does a broader definition of politics and an understanding of the various forms political activity in ancient Rome might take allow a place for women in Roman political life? what role does gender have in Roman political discourse and ideology? why do issues such as family, marriage, and sexuality become subjects of political debate and legislation?]

**CLASS 465-466 Independent Study in Classical Civilization, Undergraduate Level**

465, fall; 466, spring. Up to 4 credits.

**[CLASS 480 Roman Society and Politics under the Julio-Claudians (also History 473) #**

4 credits. Prerequisite: Classics 212, History 268, or permission of instructor. Not offered 1996-97; next offered spring 1998. J. Ginsburg.

An undergraduate seminar examining several of the important social and political changes in Roman society under Augustus and his successors, the Julio-Claudians. Topics to be investigated include Augustus's consolidation of power through political and social revolution, the Augustan attempt to regulate family life and social relations by legislation, the relation of the emperor Tiberius with the members of the old ruling class, the growth of the imperial bureaucracy and the new opportunities for social mobility, the political opposition to Claudius and Nero, Nero's cultural and provincial policy, and the manipulation of the imperial cult. All readings will be in English.]

**CLASS 711-712 Independent Study for Graduate Students in Classical Civilization**

711, fall; 712, spring. Up to 4 credits.

**Greek**

**CLASS 101 Greek for Beginners**

Fall. 4 credits. H. Pelliccia. Introduction to Attic Greek. Designed to enable the student to read the ancient authors as soon as possible.

**CLASS 103 Attic Greek**

Spring. 4 credits. Prerequisite: 101 or equivalent. H. Pelliccia. A continuation of Classics 101.

**CLASS 104 Intensive Greek**

Summer. 6 credits. Staff. An intensive introduction to the fundamentals of ancient Greek grammar. Prepares students in one term for 200-level Greek.

**CLASS 111-112 Modern Greek**

111, fall; 112, spring. 3 credits each term. H. Kolias.

**CLASS 201 Attic Authors #**

Fall. 3 credits. Prerequisite: Classics 103 or 104 or equivalent. K. Clinton. Selected readings from Greek prose.

**[CLASS 202 The Greek New Testament (also Near Eastern Studies 220 and Religious Studies 202) #**

3 credits. Prerequisite: at least one year of ancient Greek (Classics 101-103) or permission of instructor. Not offered 1996-97.

Selections in Greek from all four gospels, the letters of Paul and Acts.]

**CLASS 203 Homer #**

Spring. 3 credits. Prerequisite: Classics 103 or 104 or equivalent. G. Van Steen. Readings in the Homeric epic with emphasis on formulaic style.

**[CLASS 206 Herodotus #**

Spring. 3 credits. Prerequisite: Classics 103 or 104 or equivalent. Not offered 1996-97; next offered 1997-98.

Selected readings from Herodotus' *Histories*.]

**CLASS 209 Greek Composition**

Fall. 3 credits. Prerequisite: one term of 200-level Greek or equivalent. P. Pucci.

**CLASS 213 Intermediate Modern Greek**

Fall. 3 credits. Prerequisite: Classics 112 or placement by departmental examination. H. Kolias.

This course, designed for students who have completed introductory modern Greek or have a reading knowledge of the language, will give attention to developing facility in conversational and written expression, usually in connection with assigned readings reflecting Greek history and culture.

**[CLASS 214 Readings in Modern Greek Literature**

Spring. 3 credits. Prerequisite: Classics 213 or permission of instructor. Not offered 1996-97.

A study of modern Greek language, history, and culture as manifested in the works of individual poets, dramatists, and prose writers.]

**CLASS 310 Greek Undergraduate Seminar: Tragedy #**

Spring. 4 credits. Prerequisite: two 200-level courses in Greek or permission of instructor. P. Pucci.

**CLASS 311 Greek Philosophical Texts: (also Philosophy 411) #**

Fall and spring: up to 4 credits. Prerequisites: Knowledge of Greek and permission of instructor. T. Irwin.

Readings of Greek philosophical texts in the original.

**CLASS 313 Greek Epic: Hesiod and Homeric Hymns #**

Fall. 4 credits. Prerequisite: Classics 206 or equivalent. M. Landon.

**CLASS 401-402 Independent Study in Greek, Undergraduate Level**

401, fall; 402, spring. Up to 4 credits.

**CLASS 417 Advanced Readings in Greek: Sophocles #**

Fall. 4 credits. K. Clinton.

**[CLASS 419 Advanced Greek Composition]**

3 credits. Prerequisite: Classics 209 or equivalent. Not offered 1996-97; next offered 1997-98.]

**[CLASS 433 Greek Mystery Cults (also Classics 633 and Religious Studies 433) #]**

4 credits. Prerequisite: one term of 300-level Greek or permission of instructor. Not offered 1996-97. K. Clinton.

Discussion of the major Greek mystery cults—the Mysteria at Eleusis, the cult of the Great Gods at Samothrace, and Dionysiac mysteries—with the aim of elucidating the structure and religious purpose of these cults and the nature of the initiates' experience. The evidence includes: the *Homeric Hymn to Demeter*, Plato's *Symposium*, works of Christian Fathers, inscriptions, artistic representations, and archaeological data.]

**[CLASS 457 Greek Sanctuaries and Pausanias (also Classics 357) #]**

4 credits. Not offered 1996-97.

For description, see Classical Civilization, Classics 357. Students in Classics 457 will read relevant sections of Pausanias and other documentation such as inscriptions in Greek.]

**[CLASS 501 Introduction to Greek Epigraphy]**

3 credits. Prerequisite: one term of 300-level Greek. Not offered 1996-97; next offered 1997-98. K. Clinton.]

**CLASS 555 Graduate Proseminar**

Fall. 1 credit. H. Pelliccia and staff.

Graduate students will be introduced to the tools, techniques, and methods of Classical scholarship.

**[CLASS 633 Greek Mystery Cults (also Classics 433) #]**

4 credits. Not offered 1996-97. K. Clinton.

For description, see Classics 433.]

**CLASS 671 Graduate Seminar in Greek: Aristophanes**

Spring. 4 credits. P. Pucci.

**CLASS 672 Graduate Seminar in Greek: Topics in Platonic Ethics**

Spring. 4 credits. J. Annas.

**CLASS 701-702 Independent Study for Graduate Students in Greek**

701, fall; 702, spring. Up to 4 credits.

**Latin****CLASS 105 Latin for Beginners**

Fall. 4 credits. Staff.

An introductory course in the essentials of Latin, designed for rapid progress toward reading the principal Latin writers.

**CLASS 106 Elementary Latin**

Spring. 4 credits. Prerequisite: 105 or equivalent. Staff.

A continuation of Classics 105, using readings from various authors.

**CLASS 107 Intensive Latin**

Spring and summer. 6 credits. Staff.

Prepares students in one term for 200-level Latin.

**CLASS 205 Intermediate Latin #**

Fall. 3 credits. Prerequisite: Classics 106, 107, or placement by departmental examination. Section 1, D. Shanzer; section 2, P. Kennedy.

Readings in Latin prose.

**CLASS 207 Catullus #**

Spring. 3 credits. Prerequisite: Classics 106, 107, or one term of 200-level Latin. H. Pelliccia.

**CLASS 208 Roman Drama #**

Spring. 3 credits. Prerequisite: Classics 106, 107, or one term of 200-level Latin. A. Nussbaum.

A reading of two comedies by Plautus.

**[CLASS 216 Vergil #]**

Spring. 3 credits. Prerequisite: Classics 106, 107, or one term of 200-level Latin. Not offered 1996-97; next offered 1997-98.]

**[CLASS 241 Latin Composition]**

Spring. 3 credits. Prerequisite: Classics 106, 107, or equivalent. Not offered 1996-97; next offered 1997-98.]

**CLASS 312 Latin Undergraduate Seminar: Seneca**

Fall. 4 credits. Prerequisite: two terms of 200-level Latin or permission of instructor. C. Brittain.

**[CLASS 314 The Augustan Age #]**

4 credits. Prerequisite: two terms of 200-level Latin or permission of instructor. Not offered 1996-97.]

**[CLASS 317 Roman Historiography: Suetonius and Tacitus #]**

4 credits. Prerequisite: one term of 300-level Latin or permission of instructor. Not offered 1996-97; next offered fall 1997. J. Ginsburg.

Readings from Suetonius' *Lives of the Caesars* and Tacitus' *Annals*, with particular emphasis on the different aims and literary methods of biography and history. Should Suetonius' work be taken less seriously as a historical source than the narrative of his contemporary, Tacitus? Our understanding and appreciation of both writers will be enhanced if we attempt to place Suetonius and his work in the intellectual and cultural currents of his day rather than to see him as a failed narrative historian.]

**CLASS 338 Latin Undergraduate Seminar: Augustine's Confessions**

Spring. 4 credits. Prerequisite: two terms of 200-level Latin or permission of instructor. D. Shanzer.

**[CLASS 411 Advanced Readings in Latin Literature #]**

Fall. 4 credits. Not offered 1996-97; next offered fall 1997.]

**CLASS 412 Advanced Readings in Latin Literature: Verse #**

Spring. 4 credits. D. Mankin.

Open to advanced undergraduates by permission of instructor.

**[CLASS 441 Advanced Latin Composition]**

3 credits. For undergraduates who have completed Latin 241 and for graduate students. Not offered 1996-97; next offered 1997-98.]

**CLASS 451-452 Independent Study in Latin, Undergraduate Level**

451, fall; 452, spring. Up to 4 credits.

**[CLASS 468 Augustine's Confessions (also Religious Studies 468) #]**

4 credits. Prerequisite: two terms of 200-level Latin or permission of instructor. Not offered 1996-97; next offered 1998-99. D. Shanzer.]

**CLASS 555 Graduate Proseminar**

Fall. 1 credit. H. Pelliccia and staff.

Graduate students will be introduced to the tools, techniques, and methods of Classical scholarship.

**CLASS 603 Later Latin Literature**

Fall. 4 credits. D. Shanzer.

We will concentrate on three literary genres in the Later Roman Empire and the Early Middle Ages: Christian hymnography, personal poetry, and epistolography. We will also read one apologia, St. Patrick's *Confessio*. The texts will come from many different places, including Theodosian Spain, Italy from the 4th C. to the reign of Theodoric, Gaul from the 4th C. to the Merovingian period, and Sub-Roman Britain.

**CLASS 679 Graduate Seminar in Latin: Cicero**

Fall. 4 credits. C. Brittain.

**[CLASS 680 Graduate Seminar in Latin]**

Spring. 4 credits. Not offered 1996-97; next offered 1997-98.]

**CLASS 751-752 Independent Study for Graduate Students in Latin**

751, fall; 752, spring. Up to 4 credits.

**Classical Art and Archaeology****[CLASS 219 Mediterranean Archaeology (also Near Eastern Studies 267) #]**

3 credits. Not offered 1996-97; next offered 1998-99. J. Coleman.

An examination of the archaeological bases of ancient Mediterranean civilization with special focus on contacts and interrelationships in the Bronze Age (ca. 3500-1100 B.C.). Topics include the Neolithic of Anatolia, Greece, and the Near East; the rise of civilization in Egypt; the Bronze Age states of Syro-Palestine (Ebla, Ugarit, Byblos, etc.); Cyprus, copper, and the Alasia question; the Hittites and Bronze Age Anatolia; the early Bronze Age in Greece; Minoans, Mycenaeans, and their eastern and western contacts; the Bronze Age in the western Mediterranean; and ancient ships and trade in the late Bronze Age.]

**CLASS 220 Introduction to Art History: The Classical World (also History of Art 220) #**

Fall. 4 credits. J. Coleman.

An overview of the art and archaeology of the Greek and Roman world. The sculpture, vase painting, and architecture of the ancient Greeks from the Geometric period through the Hellenistic, and the art of the Romans from the early Republic to the late empire.

**[CLASS 221 Minoan-Mycenaean Art and Archaeology (also Archaeology 221 and History of Art 221) #]**

3 credits. Not offered 1996-97; next offered 1997-98. J. Coleman.

The birth of civilization in Greece and the Aegean islands during the Bronze Age. The main focus is on the rise and fall of Minoan Crete and Mycenaean Greece, with consideration given to the nature and significance of



Aegean interactions with Egypt, the Near East, and Anatolia.]

**[CLASS 232 Archaeology in Action I (also Archaeology 232 and History of Art 224) #**

Fall. 3 credits. Prerequisite: permission of instructor. Not offered fall 1996. P. I. Kuniholm.]

**[CLASS 233 Archaeology in Action II (also Archaeology 233 and History of Art 225) #**

Spring. 3 credits. Prerequisite: permission of instructor. Not offered spring 1997. P. I. Kuniholm.]

**CLASS 309 Dendrochronology of the Aegean (also Archaeology 309 and History of Art 309)**

Fall and spring. 4 credits. Prerequisite: permission of instructor. Limited to 10 students. P. I. Kuniholm.

For description, see ART H 309.

**[CLASS 320 The Archaeology of Classical Greece (also History of Art 320) #**

4 credits. Not offered 1996–97. A. Ramage.]

**CLASS 322 Greeks and Their Neighbors (also History of Art 328) #**

Spring. 4 credits. Prerequisite: Classics 220 or 221, or permission of instructor. J. Coleman.

A study of the archaeological and other evidence for the interaction between Greek civilization and the peoples of the eastern and western Mediterranean from the thirteenth to the fourth centuries B.C.E. The course will focus on Greek relationships with Egypt, Phoenicia, Cyprus, Anatolia, and Italy in the post-Bronze Age period.

**[CLASS 323 Painting in the Greek and Roman World (also History of Art 323) #**

4 credits. Not offered 1996–97. A. Ramage.]

**[CLASS 325 Greek Vase Painting (also History of Art 325) #**

4 credits. Not offered 1996–97. A. Ramage.]

**[CLASS 326 Greek Cities and Towns (also History of Art 326) #**

4 credits. Not offered 1996–97; next offered 1998–99. J. Coleman.

Ancient Greek cities and towns from an archaeological perspective. Topics include the city in its geographical setting, the development of the fortified city, town planning, the Classical house and household, official and religious life versus private life, the territory and boundaries of cities and towns, regional states and leagues, warfare between cities and regions, and roads and sea routes. Examples will mostly be drawn from Athens/Attica and central Greece. Two short oral presentations, presented after consultation in written form, and a final examination.]

**[CLASS 327 Greek and Roman Coins (also History of Art 327) #**

4 credits. Not offered 1996–97. A. Ramage.]

**CLASS 329 Greek Sculpture (also History of Art 329) #**

Spring. 4 credits. J. Coleman.

An examination of ancient Greek sculpture, both three-dimensional and two-dimensional, from the Archaic to the Hellenistic period.

Aspects of the works studied include: technological advances, changing ideology of the sculptors, regionalism of styles, and taste of individual patrons.

**[CLASS 350 Arts of the Roman Empire (also History of Art 322) #**

Spring. 4 credits. Not offered 1996–97. A. Ramage.

For description, see ART H 322.]

**[CLASS 360 Field Archaeology in Greece (also Archaeology 360) #**

Summer. 6 credits. Not offered 1997; next offered summer 1998.

A six-week archaeological field training program in conjunction with the Cornell Halai and East Lokris Project. For information and application forms, contact Professor John E. Coleman, Department of Classics, 120 Goldwin Smith Hall.]

**[CLASS 423 Ceramics (also Archaeology 423 and History of Art 423)**

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 1996–97; next offered 1998–99. A. Ramage.]

**CLASS 430 Seminar on the Bronze Age Architecture of Asia Minor (also Archaeology 425 and History of Art 425) #**

Spring. 4 credits. P. I. Kuniholm.

For description, see ART H 425.

**[CLASS 432 Sardis and the Cities of Asia Minor (also Archaeology 432 and History of Art 424) #**

4 credits. Prerequisite: permission of instructor. Not offered 1996–97. A. Ramage.]

**[CLASS 434 The Rise of Classical Greece (also Archaeology 434 and History of Art 434) #**

Spring. 4 credits. Recommended: Classics 220 or 221, History of Art 220 or 221, or permission of instructor. Not offered 1996–97. P. I. Kuniholm.]

**[CLASS 435 Seminar on Roman Art and Archaeology (also History of Art 427) #**

4 credits. Prerequisite: permission of instructor. Not offered 1996–97. A. Ramage.]

**CLASS 475–476 Independent Study in Classical Archaeology, Undergraduate Level**

475, fall; 476, spring. Up to 4 credits.

**CLASS 629 The Prehistoric Aegean (also Archaeology 629) #**

Fall. 4 credits. J. Coleman.

Seminar with focus on the Aegean and neighboring regions in the Neolithic and Early Bronze Ages.

**[CLASS 630 Selected Topics in Classical Archaeology (also Archaeology 520 and History of Art 520)**

Spring. 4 credits. Not offered 1996–97. For description, see ART H 520.]

**CLASS 721–722 Independent Study for Graduate Students in Classical Archaeology**

721, fall; 722, spring. Up to 4 credits.

## Greek and Latin Linguistics

**[CLASS 421 Greek Comparative Grammar (also Linguistics 609) #**

4 credits. Prerequisite: thorough familiarity with the morphology of classical Greek. Not offered 1996–97; next offered 1997–98. A. Nussbaum.

The prehistory and evolution of the sounds and forms of ancient Greek as reconstructed by comparison with the other Indo-European languages.]

**[CLASS 422 Latin Comparative Grammar (also Linguistics 610) #**

4 credits. Prerequisite: thorough familiarity with the morphology of classical Latin. Not offered 1996–97; next offered 1997–98. A. Nussbaum.

The prehistory and evolution of the sounds and forms of Classical Latin as reconstructed by comparison with the other Indo-European languages.]

**[CLASS 424 Italic Dialects (also Linguistics 612) #**

4 credits. Not offered 1996–97; next offered 1998–99. A. Nussbaum.]

**[CLASS 425 Greek Dialects (also Linguistics 611) #**

4 credits. Not offered 1996–97; next offered 1998–99. A. Nussbaum.]

**CLASS 426 Archaic Latin (also Linguistics 614) #**

4 credits. Prerequisite: reading knowledge of Latin. A. Nussbaum.

**[CLASS 427 Homeric Philology (also Linguistics 613) #**

4 credits. Prerequisite: ability to read Homeric Greek. Not offered 1996–97. A. Nussbaum.

The language of the Homeric epics: dialect background, archaisms, modernizations. The notion of a *Kunstsprache*: its constitution, use, and internal consistency. The phonological and morphological aspects of epic compositional technique.]

**[CLASS 429 Mycenaean Greek (also Linguistics 615) #**

4 credits. Prerequisite: thorough familiarity with the morphology of Classical Greek. Not offered 1996–97. A. Nussbaum.]

## Sanskrit

**[CLASS 131–132 Elementary Sanskrit (also Linguistics 131–132 and Sanskrit 131–132)**

131, fall; 132, spring. 4 credits each term. Not offered 1996–97; next offered 1997–98.

An introduction to the essentials of Sanskrit grammar. Designed to enable the student to read classical and epic Sanskrit as quickly as possible.]

**CLASS 251–252 Intermediate Sanskrit (also Linguistics 251–252 and Sanskrit 251–252) @ #**

251, fall; 252, spring. 3 credits each term. Prerequisite: Classics 132 or equivalent.

Fall, A. Nussbaum; spring, C. Minkowski.

Readings from the literature of Classical Sanskrit. Fall: selections from the two Sanskrit epics, the *Mahabharata* and the *Ramayana*. Spring: more selections from the epics, and from either Sanskrit story literature or from Sanskrit dramas.

**CLASS 403-404 Independent Study in Sanskrit, Undergraduate Level**  
403, fall; 404, spring. Up to 4 credits.  
Staff.

**CLASS 703-704 Independent Study for Graduate Students in Sanskrit**  
703, fall; 704, spring. Up to 4 credits.  
Staff.

Also see Classics 291, 390, and 395 (Classical Civilization listings).

## Honors Courses

### CLASS 370 Honors Course

A program of reading and conferences centered on an author or topic chosen in accordance with the special interests of the student and instructor.

### CLASS 471 Honors Course

A continuation of Classics 370, with change of author or topic.

### CLASS 472 Honors Course: Senior Essay

Spring. 4 credits. For students who have successfully completed Classics 471. Topics must be approved by the student's honors committee at the end of the first term of the senior year.

## Related Courses in Other Departments and Programs

See listings under:

Archaeology  
Asian Studies  
Comparative Literature  
English  
History  
History of Art  
Medieval Studies  
Linguistics  
Near Eastern Studies  
Philosophy  
Religious Studies  
Society for the Humanities  
Women's Studies

## COMPARATIVE LITERATURE

C. M. Carmichael, acting chair (139 Goldwin Smith, 255-4155); W. J. Kennedy, director of graduate studies (163 Goldwin Smith 255-3398); Edgar Rosenberg, director of undergraduate studies (133 Goldwin Smith, 255-6795); C. M. Arroyo, A. Caputi (Emeritus), D. Castillo, W. Cohen, J. Culler, B. deBary, H. Foster, G. Gibian, D. Grossvogel, P. Hohendahl, W. Holdheim (Emeritus), N. Melas, J. Monroe, J. Porte, L. Waugh, W. Wetherbee

Also cooperating: A. Adams, F. Ahl, D. Bathrick, R. Brann, K. Brazell, K. Burroughs, C. Chase, E. Dillon, A. Galloway, E. Hanson, D. Mankin, B. Martin, B. Maxwell, M. Migiel, J. Piedra, J. Rusten, D. Schwarz, S. Senderovich, H. Shaw, M. Steinberg, G. Waite, S. Wong, A. Wood

The Department of Comparative Literature provides a broad range of courses in European as well as non-European literatures. Courses variously stress significant authors, themes, problems, styles, genres, historical periods, and theoretical perspectives. The departmental offerings reflect current interdisciplinary approaches to literary study,

hermeneutics, rhetorical analysis, semiotics, deconstruction, Marxism, reception aesthetics, feminism, formalism, and psychoanalysis.

## The Major

The major enables students to develop an integrated knowledge of Western literature, to strengthen their reading and writing abilities, and to prepare for careers demanding analytical, interpretive, and evaluative skills. Prospective majors should consult with the director of undergraduate studies. After declaring a major, a student chooses an adviser from the department's faculty. The requirements for the major are designed to allow each student to follow a course of study that combines intellectual rigor with the pursuit of personal interests. The specific contours of such a program are worked out in consultation with the student's adviser.

### Requirements for the Major

- 1) Five courses in Comparative Literature at the 200 level and above, including the core course listed below. A student may include up to two literature courses from other departments.
- 2) One core course in Comparative Literature (for 1996-97 the core course is Comparative Literature 472 [fall]), to be taken by all majors either in the spring term of their junior year or the fall term of their senior year. Students may enroll in both core courses.
- 3) Five courses in literature or other areas of the humanities at the 200 or higher level, to be taken in one or more foreign literature departments. Texts must be read in the original language. A student may offer one language course (conversation, composition, etc.).
- 4) A senior essay (Comparative Literature 493) of roughly fifty pages, to be written during the senior year under the direction of the student's adviser.

The department also encourages:

- 1) a program that includes broad historical coverage (e.g., Comparative Literature 201-202: Great Books, intensive study of a single genre, (e.g., Comparative Literature 363-364: The European Novel); Comparative Literature 365: Contemporary Fiction; analysis of problems in literary theory (e.g., Comparative Literature 302: Literature and Theory, Comparative Literature 402: Theories of Rhetoric)
- 2) a second foreign language, especially for students interested in graduate work in literature.

## Honors

A student who completes the requirements for the major is eligible for the degree of Bachelor of Arts with honors in comparative literature. The department bases its decision on the student's achieving grades of at least B+ in the senior essay and in course work for the major, and on overall academic performance at Cornell.

## Freshman Writing Seminars

Most 100-level courses may be used toward satisfying the freshman writing seminar requirements. See "John S. Knight Writing

Program" for a full description of the freshman writing seminar program.

## Courses

**Note: Class meeting times are accurate at the time of publication. If changes are necessary, the department will provide new information as soon as possible.**

### COM L 201#-202 Great Books

201, fall; 202, spring. 4 credits. Comparative Literature 201 and 202 may be taken independently of each other. COM L 202 also offered summer 1997. Fall: M W F 11:15-12:05, W. J. Kennedy; spring: T R 10:10-11:25, B. Maxwell.

A reading each semester of seminal texts that represent and have shaped Western culture and hence form an essential part of the student's intellectual equipment. By analyzing, interpreting, and evaluating, students will develop critical reading abilities.

201: Selections from the Bible, Homer, Dante, Rabelais, Shakespeare, and others.

202: World literature of the last 300 years, emphasizing the response to European worldwide expansion first in the colonizing countries, then in the colonized. The resistance to and refunctioning of genres and forms will be a central concern, as will the making and showing in literature of subjects in hierarchic relations. Readings from (among others) Shakespeare, Defoe, Swift, Voltaire, Poe, Melville, Baudelaire, Flaubert, Conrad, Kipling, Brecht, Césaire, Brathwaite, Soyinka.

### COM L 213 Existentialism and Literature (also PHIL 213)

Spring. 4 credits. A. Wood.

For description, please see Philosophy 213.

### COM L 214 Gender, Desire, and Sentimental Fictions (also English 256 and WOMNS 215)

Spring. 4 credits. T R 11:40-12:55.  
E. Dillon.

A study of 18th- and 19th-century sentimental fiction in the United States: we will consider how the genre describes the body of the woman in relation to the body politic in the new republic. The sentimental novel both confines women to a domestic sphere and begins to ascribe a political and ethical voice to women as keepers of hearth and home. We will consider the power of this voice as well as its limitations, and critiques of sentimental ethics and sentimental aesthetics. Issues we will consider include the pre-history of the genre (the relation of sentimental fiction to conversion narratives and liberal political theory), the figure of the Republican mother, infanticide, race and sentimentalism, citizenship, embodied ethics, and sexuality and identification. Readings will include works by Susanna Rowson, Hannah Foster, Lydia Maria Child, Harriet Beecher Stowe, Emily Dickinson, Nathaniel Hawthorne, and Maria Susanna Cummins.

### COM L 223 The Comic Theater (also Classics 223 and THETR 223) #

Summer 1997. 3 credits. (Also offered summer 1996). J. Rusten.

For description, please see Classics 223.

### COM L 234 Arabs and Jews in Confluence and Conflict (also NES 234, JWST 234, Rel. St. 234) @ #

Fall. 3 credits. T R 10:10-11:25. R. Brann.

For description, please see NES 234.

**COM L 236 Greek Mythology (also Classics 236) #**

Spring. 3 credits. Limited to 200. (Also offered summer '97). D. Mankin.  
For description, see Classics 236.

**COM L 302 Literature and Theory (also COM L 702 and English 302/702)**

Fall. 4 credits. M W F 11:15–12:05.  
J. Culler.  
Study of issues in contemporary theoretical debates, with particular attention to structuralism, deconstruction, psychoanalysis, and feminism. Readings from Barthes, Derrida, Foucault, B. Johnson, J. Rose, and others. No previous knowledge of literary theory is assumed.

**[COM L 313 Japanese and Asian Film (also Asian St. 313 and THETR 313) @**

Spring. 4 credits. Not offered 1996–97.  
For description, please see Asian Studies 313.]

**COM L 323 Encounters with the Dead (also COM L 623 and ITAL L 323/623)**

Fall. 4 credits. M W F 11:15–12:05.  
M. Migiel.  
For description, please see Italian Literature 323/623.

**COM L 326 Christianity and Judaism (also Rel. St. 326) #**

Spring. 4 credits. Not open to freshmen.  
T R 2:55–4:10. C. M. Carmichael.  
A study of the New Testament as a product of first-century Palestinian and Hellenistic Judaism. Other text (also in translation): Passover Haggadah.

**COM L 328 Literature of the Old Testament (also Rel. St. 328) @ #**

Fall. 4 credits. T R 2:55–4:10.  
C. M. Carmichael.  
Analysis of small sections of well-known material for in-depth discussion.

**COM L 334 Muslims, Christians and Jews in Islamic Spain: Literature and Society (also NES 339, JWST 339, Rel. St. 334 and Span. Lit. 339) @ #**

Spring. 4 credits. M W F 11:15–12:05.  
R. Brann.  
For description, please see Near Eastern Studies 339.

**COM L 337 The Modern and Contemporary Theatre (also THETR 335)**

Spring. 4 credits. Prerequisite: THETR 240 or permission of instructor.  
K. Burroughs.  
For description, see THETR 335.

**COM L 344 The Tragic Theater (also Classics 345 and THETR 345) #**

Fall. 4 credits. Enrollment limited to 40 students. M W F 10:10–11:00. F. Ahl.  
For description, please see Classics 345.

**COM L 352 European Cultural History, 1815–1870 (also HIST 362) #**

Fall. 4 credits. T R 11:40–12:55.  
M. Steinberg.  
For description, please see History 362.

**COM L 353 European Cultural History, 1870–1945 (also HIST 363)**

Spring. 4 credits. M. Steinberg.  
For description, please see History 363.

**COM L 356 Renaissance Literature #**

Spring. 4 credits. M W F 11:15–12:05.  
W. J. Kennedy.

An introduction to Renaissance literary texts with some attention to cultural backgrounds and intellectual history. Readings from Machiavelli, Erasmus, Rabelais, Shakespeare, Cervantes, and others.

**[COM L 361 The Culture of the Renaissance I (also History 361 and Art H 350) #**

4 credits. Not offered 1996–97. Semester next offered to be announced.]

**[COM L 362 The Culture of the Renaissance II (also English 325 and ART H 351) #**

4 credits. Not offered 1996–97; next offered in 1997–98.]

**COM L 363 The European Novel #**

Fall. 4 credits. T R 11:40–12:55.  
C. M. Arroyo.  
From Boccaccio to Goethe. Survey of the history of the novel from its origins to the end of the eighteenth century. The new genre in Humanism and the medieval romances of chivalry. Ambiguities derived from the lack of the name "novel." Different steps in the conquest of realism. The novel and intellectual history in different epochs: character and structure in the novels, and contemporary philosophical views on man, cosmos, gender, and social classes. Readings include: Boccaccio's, *Fiammetta*; G. Pérez's, *Lazarillo de Tormes*; Cervantes's, *Don Quixote*; Mme de Lafayette's, *The Princess of Cleves*; Defoe's, *Robinson Crusoe*; and Goethe's, *The Sorrows of Young Werther*, as well as a short package containing theoretical statements about the genre from Giraldu Cinhio to Goethe.

**COM L 364 The European Novel**

Spring. 4 credits. T R 11:40–12:55.  
E. Rosenberg and staff.  
From Jane Austen to Nabokov. Close readings of some eight texts which essentially chart the history of 19th and 20th-century fiction. Readings from among the following: Austen, *Persuasion*; Balzac, *Old Goriot* or *Eugénie Grandet*; Dickens, *Oliver Twist*; Flaubert, *Madame Bovary*; Tolstoy, *Death of Ivan Ilyich* and *Master and Man*; Mann, *Death in Venice*, *Mario and the Magician*; Gide, *The Immoralist*; Kafka, *The Metamorphosis*; Woolf, *Mrs. Dalloway*; Nabokov, *Lolita* or *Pale Fire*. All texts to be read in English; students who command the pertinent foreign language may, of course, read the books in the original.

**COM L 365 Contemporary Fiction @**

Fall. 4 credits. T R 10:10–11:25.  
B. Maxwell.  
A study of European fiction and drama, largely from the first half of the twentieth century. We will pay particular attention to the making of literary types and characters; to the presence or absence of utopian and messianic elements; to the relations between memory and political revolution; and to the uses and abuses of myth and *ressentiment*. Readings (in translation) chosen from the following: Robert Walser, *Jakob von Gunten*; Franz Kafka, *The Trial*; Sibilla Aleramo, *A Woman*; Thomas Mann, stories; Bertolt Brecht, stories and *The Rise and Fall of the City of Mahagonny*; Joseph Roth, *Hotel Savoy*; Alfred Döblin, *Berlin Alexanderplatz*; Elias Canetti, *Earwitness*; Christa Wolf, *Cassandra*; Louis Aragon, *Paris Peasant*; Louis-Ferdinand Céline, *Death on the Installment Plan*; Elio Vittorini, *Conversation in Sicily*; Natalia Ginzburg, stories, and Isaac Babel, stories. Collateral theoretical readings of Georg Lukács, Ernst Bloch,

Bertolt Brecht, Walter Benjamin, and Siegfried Kracauer.

**COM L 366 Problems in Modernism: "High" and "Low" Culture (also ART H 367)**

Spring. 4 credits. H. Foster.  
For description, please see Art History 367.

**COM L 367 The Russian Novel (also Russian Lit 367) @**

Spring. 4 credits. M W F 2:30–3:20.  
G. Gibian.  
For description, please see RUSSL 367.

**[COM L 372 Selections from Contemporary World Literature**

4 credits. Not offered 1996–97.]

**COM L 375 Chekhov in the Context of Contemporary European Literature and Art (also Russian Lit 373)**

Spring. 4 credits. T R 1:25–2:40.  
S. Senderovich.  
For description, please see Russian Literature 373.

**COM L 389 Contemporary Literature in Central and East Europe (also Russian Lit 389)**

Spring. 4 credits. M W F 10:10–11:00.  
G. Gibian.  
For description, please see Russian Literature 389.

**COM L 404 History into Fiction: Nazis and the Literary Imagination (also ENGL 404 and German Studies 414)**

Fall. 4 credits. Permission of instructor is needed. Limited to 25. M W F 11:15–12:05. E. Rosenberg.  
For description, see ENGL 404.

**COM L 406 Cultural Comparison and Colonial Difference (also SOC HUM 406)**

Fall. 3 credits. Enrollment limited to 15 students. T 12:20–2:15. N. Melas.  
For description, please see Society for the Humanities 406.

**COM L 407 Global Culture and the Poetics of Hybridity (also SOC HUM 417)**

Spring. 3 credits. Enrollment limited to 15 students. N. Melas.  
For description, please see Society for the Humanities 417.

**COM L 409 Geography, Literature and Critical Social Theory (also SOC HUM 409 and English 430/635)**

Fall. 3 credits. Enrollment limited to 15 students. Permission of instructor is needed. Writing sample is required and questionnaire which is available at A. D. White. T 10:10–12:05. S. Wong.  
For description, please see Society for the Humanities 409.

**COM L 419–420 Independent Study**

419, fall; 420, spring. Variable credit. Comparative Literature 419 and 420 may be taken independently of each other. Applications available in 145 G.S.

**[COM L 429 Readings in the New Testament (NES 429, Rel. St. 429, and ENG 429) #**

4 credits. Not offered 1996–97.]

**COM L 430 Brecht, Artaud, Mueller, Wilson (also GER ST 420)**

Spring. 4 credits. D. Bathrick.  
For description, please see German Studies 420.

**COM L 435 Introduction to Literary Theory (also GER ST 435)**

Fall. 4 credits. T 2:30-4:25. G. Waite.  
For description, please see German Studies 435.

**COM L 436 Theories of Contemporary Performance (also Theatre Arts 435)**

Fall. 4 credits. Permission of instructor is needed. Enrollment is limited to 15 students. W 12:20-2:15. K. Burroughs.  
For description, see THETR 435.

**COM L 438 Fictions of Change: Shakespeare, Scott, Achebe (also English 428)**

Fall. 4 credits. Enrollment limited to 20 students. M W F 10:10-11:00. H. Shaw.  
For description, please see English 428.

**COM L 447 Reading Freud: Gender, Race, and Psychoanalysis (also GER ST 447)**

Fall. 4 credits. W 12:20-2:15. B. Martin.  
For description, please see German Studies 447.

**COM L 449 Misogyny and Its Readers (also COM L 649 and ITAL L 409/609)**

Spring. 4 credits. M. Migiel.  
For description, please see Italian Literature 409/609.

**COM L 452 Renaissance Humanism (also COM L 652) #**

Fall. 4 credits. Enrollment limited to 15 students. M 2:30-4:25. W. J. Kennedy.  
A reading and discussion of key texts by Renaissance humanists in Italian, French, English, and other European literatures from the fourteenth to the seventeenth centuries. Topic for 1996: Nationalism and the formation of national canons.

**COM L 455 Caribbean Literature (also Africana St. 455)**

Fall. 4 credits. Enrollment limited to 15. M 2:00-4:25. A. Adams.  
For description, please see Africana Studies 455.

**COM L 472 Poetry of the 1990s (also English 408, Span Lit 472, and German Studies 472)**

Fall. 4 credits. Core course for 1996-97. Enrollment limited to 15 students. W 10:10-12:05. J. Monroe.

Where is poetry now? Where is it heading as we move toward the twenty-first century? What is its current situation in light of the historic changes that have occurred since 1989? Exploring how contemporary poetry is responding to a new era of altered expectations and redrawn boundaries, a time of renewal and redefinition, we will track the principal issues, directions, figures, and forces shaping the process of poetry's unfolding in the twentieth century's final decade. Materials will be drawn from a wide variety of forms and contexts, including movies, literary journals, general circulation magazines, and anthologies, as well as individual poetry collections.

**COM L 482 Latin American Women Writers (also Span Lit 492 and Women's St. 481)**

Fall. 4 credits. T R 1:25-2:40. D. Castillo.  
For description, please see Spanish Literature 492.

**COM L 493 Senior Essay**

Fall and spring. 8 credits.  
Hours to be arranged individually in consultation with the Director of Undergraduate Studies. Approximately fifty pages to be written over the course of two semesters in the student's senior year under the direction of the student's adviser. An "R" grade will be assigned on the basis of research and a preliminary draft completed in the first semester. A letter grade will be awarded on completion of the second semester.

**COM L 495 The Aesthetic Theory of the Frankfurt School (also GER ST 495)**

Spring. 4 credits. P. Hohendahl.  
For description, please see German Studies 495.

**COM L 607 Authorizing the Vernacular in Medieval Literature and Culture (also ENGL 607)**

Fall. 4 credits. W 3:35-5:30. A. Galloway.  
For description, please see ENGL 607.

**COM L 616 The Fiction of Empire (also ENGL 638)**

Spring. 4 credits. W 1:25-3:20. W. Cohen.

A colonizer's-eye view of European expansion in canonical literary texts from the early eighteenth to the early twentieth century. In addition to attending to differences of genre and of national background, we will try to be alert to shifts in the fiction of empire over time and to the distinctive issues raised by each colonized region and people. Tentative reading: Swift, Voltaire, Goethe, Baudelaire, Melville, Flaubert, Tolstoy, Marti, Kipling, and Conrad. All readings available in English.

**COM L 619-620 Independent Study**

619, fall; 620, spring. Variable credit.  
Comparative Literature 619 and 620 may be taken independently of each other.  
Applications available in 145 G.S.

**COM L 623 Encounters with the Dead (also COM L 323 and ITAL L 323/623)**

Fall. 4 credits. M W F 11:15-12:05. M. Migiel.  
For description, please see Italian Literature 323/623.

**COM L 626 Baroque (also GER ST 627)**

Spring. 4 credits. G. Waite.  
For description, please see German Studies 627.

**COM L 647 Romantic Narrative and the Concept of Freedom (also ENGL 647)**

Fall. 4 credits. R 1:25-3:20. C. Chase.  
With the French Revolution and the writings of Kant and Rousseau, freedom becomes a philosophical theme and the stake of political conflict. We will also examine how freedom is linked with the imagination and the idea of literature. Readings include selections from Rousseau's *Emile*, *Du contrat social*, *La Nouvelle Heloise*, and the *Confessions*, Madame de Stael's *Lettres sur Jean-Jacques Rousseau*, *Corinne*, and sections of *De l'Allemagne* which are especially relevant to the discipline of comparative literature, Wollstonecraft's *Vindication of the Rights of Women*, Shelley's "The Triumph of Life," Godwin's *Caleb Williams*, and Claire de Duras's *Ourika* (the first European novel with a woman of African origin as its protagonist). Reading knowledge of French is required.

**COM L 649 Misogyny and Its Readers (also COM L 449 and ITAL L 409/609)**

Spring. 4 credits. M. Migiel.  
For description, please see Italian Literature 409/609.

**COM L 652 Renaissance Humanism (also COM L 452)**

Fall. 4 credits. Limited to 15 students. M 2:30-4:25. W. J. Kennedy.  
For description, please see Comparative Literature 452.

**COM L 655 Decadence (also ENGL 655 and WOMN ST 656)**

Spring. 4 credits. E. Hanson.  
For description, please see English 655.

**COM L 663 Nietzsche and Heidegger (also GER ST 663)**

Spring. 4 credits. G. Waite.  
For description, please see German Studies 663.

**COM L 670 Joyce's Ulysses (also ENGL 670)**

Fall. 4 credits. R 1:25-3:20. D. Schwarz.  
For description, please see English 670.

**COM L 672 Theories of Modernism (also Art History 570)**

Fall. 4 credits. Permission of instructor is required. T 2:30-4:25. H. Foster.  
For description, please see ART H 570.

**COM L 674 Contemporary Poetry and Culture: 1968-1996 (also ENGL 697, Span Lit 674, and GER ST 674)**

Spring. 4 credits. W 10:10-12:05. J. Monroe.  
The redrawing of cultural and political boundaries underway since the late 1980's has made it possible to conceive of the poetry of the Cold War era with a degree of closure unimaginable only a few years ago. In light of this changed situation, we will focus on the second half of the post-1945 period—the twenty-eight years extending from 1968 to the present—with particular attention to the past two decades. Exploring issues of emerging and evolving importance for a poetry of the present moment in light of the recent past, we will consider dominant modes as well as alternative practices; canon formation, gender, and multiculturalism; the roles of the publishing industry, popular culture, creative writing programs, and new computer technologies in shaping reading habits and writing communities.

**COM L 680 Baudelaire and Modern Criticism (also French Lit. 688)**

Spring. 4 credits. T 10:10-12:05. J. Culler.  
A reading of *Les Fleurs du Mal* and *Les Petits poèmes en prose*, in conjunction with major twentieth-century critical treatments of them, so as to grasp what has been at stake in discussions of Baudelaire. Critics to be read include Benjamin, Bersani, de Man, Friedrich, Jakobson, Jauss, Johnson, and Sartre. Reading knowledge of French required.

**COM L 702 Literature and Theory (also COM L 302 and English 302/702)**

Fall. 4 credits. M W F 11:15-12:05. J. Culler.  
For description, please see Comparative Literature 302.



## COMPUTER SCIENCE

R. L. Constable, chair; K. Birman, C. Cardie, T. Coleman, B. Donald, D. Gries, J. Halpern, J. Hartmanis, M. Henzinger, T. Henzinger, J. E. Hopcroft, D. Huttenlocher, D. Kozen, G. Morrisett, K. Pingali, R. A. Rubinfeld, F. B. Schneider, B. Smith, R. Teitelbaum, S. Toueg, N. Trefethen, C. Van Loan, S. Vavasis, T. vonEicken, R. Zabih

The Department of Computer Science is affiliated with both the College of Arts and Sciences and the College of Engineering. Students in either college may major in computer science. The following describes the College of Arts and Sciences major.

### The Major

The major has three components: a core (a minimum of 42 credits), a group of electives in computer science and related fields (a minimum of 10 credits), and a concentration outside computer science (a minimum of 14 credits). The core focuses on the central topics within computer science: the logical design of programs, data structures, and algorithms. The remaining components of the major—the related electives and the outside concentration—provide a flexible extension to the core program. In consultation with their advisers, students are expected to choose electives and an outside concentration that best suit their graduate and career plans.

Students interested in pursuing an advanced degree in theoretical computer science should concentrate in mathematics. Students preparing for advanced work in scientific computation should take Computer Science 621 (instead of Computer Science 222) and Computer Science 622 (as a related elective) and concentrate in some branch of applied mathematics. Qualified students are encouraged to concurrently major in mathematics.

### Admission

The prerequisites for admission to the major are:

- 1) Completion of Computer Science 100–211 (or 212)–280 (or equivalent)
- 2) Completion of Mathematics 111–122–221 or Mathematics 191–192–293
- 3) A 2.75 grade-point average in all computer science and mathematics courses
- 4) Acceptance by the department's admissions committee

After admission, students are expected to maintain at least a 2.75 grade-point average in their major courses. Any grade below C– in a core course or related elective is not acceptable.

### Core

The core consists of the following courses:

- 1) Calculus and linear algebra: Mathematics 111–122–221–222 or 191–192–293–294
- 2) Programming and systems: Computer Science 100, 211 (or 212), 314, 410 and 414
- 3) Theory of computation: Computer Science 280, 381 (or 481), and 482. (One of the following may be substituted for Computer Science 280: Mathematics 332, 432, 434, or 481.)

- 4) Numerical analysis: Computer Science 222 or 421

### Related Electives

The related electives requirement consists of three courses. One must be a computer science course or course/laboratory combination numbered above 400 that includes a substantial programming project, for example, Computer Science 412/413, 414/415, 417/418, 432/433, 462/463, or 472/473; the other two are to be selected from the following:

Electrical engineering courses numbered 301 or higher

Operations research courses numbered 260 or higher

Mathematics courses numbered 300 or higher (except 403, 405, 408)

Computer Science courses numbered 400 or above, which are three credits or more (except CS 410, 481, or 482).

Students are expected to select related electives that complement their concentration.

### Concentration

This component encourages the student to study some discipline outside of computer science in reasonable depth. The concentration consists of an approved sequence of four courses (at least 14 credits) numbered 200 or higher in some field related to the theoretical or practical aspects of computing. A list of sample concentrations is included in the Computer Science Undergraduate Handbook. Students may also design their own concentrations, subject to the approval of their adviser.

### Other Requirements

Computer science majors must also satisfy the College of Arts and Sciences and university requirements. In particular, the spirit of the 15-credit electives requirement will be strictly followed. This requirement helps ensure breadth of education, and consequently no computer- or mathematics-related course can be used toward its fulfillment. In general, no courses may be used to fulfill more than one requirement. There are two exceptions: first, appropriate core courses may be used to satisfy the "Quantitative and Formal Reasoning" distribution (group 2), and second, in the case of a double major, the same course may be applied to both majors.

Probability and statistics courses. Computer science majors are encouraged to include at least one course in the field of probability and statistics in their program of study. Although there is no formal department of statistics at Cornell, the Department of Mathematics and the School of Operations Research and Industrial Engineering offer various probability and statistics courses suitable for computer science majors.

**Honors.** A student may be granted honors in computer science on the recommendation of the Computer Science Undergraduate Committee. The committee guidelines will generally be the following:

- 1) An overall grade-point average of not less than 3.50
- 2) A grade-point average for all computer science courses of not less than 3.50

- 3) Satisfactory completion of at least two computer science courses numbered above 500 and satisfactory completion of two semesters of independent research may also be required for high honors. (Computer Science 490)

### Courses

For complete course descriptions, see the computer science listing in the College of Engineering section.

#### COM S 099 Fundamental Programming Concepts

Fall. 2 credits. S-U grades only. No prerequisites.

#### COM S 100 Introduction to Computer Programming

Fall, spring, or summer. 4 credits.

Students who plan to take both COM S 101 and 100 must take 101 first.

During most semesters, two versions of COM S 100 (COM S 100a and COM S 100b) are available as described in the computer science listing in the College of Engineering.

#### COM S 101 The Computer Age (also ENGRE 101)

Summer. 3 credits. Credit is granted for both Computer Science 100 and 101 only if 101 is taken first.

#### COM S 130 Creating Web Documents

Spring. 3 credits.

#### COM S 211 Computers and Programming (also ENGRD 211)

Fall, spring, or summer. 3 credits.

Prerequisite: Computer Science 100 or equivalent programming experience. Credit will not be granted for both Computer Science 211 and Computer Science 212.

#### COM S 212 Structure and Interpretation of Computer Programs (also ENGRD 212)

Fall, spring. 4 credits. Prerequisite: Computer Science 100 or equivalent programming experience. Credit will not be granted for both Computer Science 211 and Computer Science 212.

#### COM S 214 A Taste of UNIX and C

Fall, spring. 1–2 credits. Prerequisite: Computer Science 211, or equivalent programming experience. S-U grades only.

#### COM S 222 Introduction to Scientific Computation (also ENGRD 222)

Spring. 3 credits. Prerequisites: Computer Science 100 and pre/corequisite of Math 221 or Math 293.

#### COM S 280 Discrete Structures

Fall or spring. 4 credits. Prerequisite: Computer Science 211 or 212 or permission of instructor.

#### COM S 314 Introduction to Digital Systems and Computer Organization

Fall, spring, or summer. 4 credits. Prerequisite: Computer Science 211 or 212 or equivalent.

#### COM S 381 Introduction to Theory of Computing

Fall. 4 credits. Prerequisite: Computer Science 280 or permission of instructor.

**[COM S 400 The Science of Programming]**  
Spring. 4 credits. Prerequisite: Computer Science 280 or equivalent. Not offered every year; semester to be announced.]

**COM S 401 Programming Languages and Software Engineering**  
Fall. 4 credits. Prerequisite: COM S 410 and knowledge of the C programming language.

**COM S 410 Data Structures**  
Fall, spring, summer. 4 credits. Prerequisite: Computer Science 280 or permission of instructor.

**[COM S 411 Programming Languages and Logics]**  
Fall. 4 credits. Prerequisites: Computer Science 410 or permission of instructor. Not offered every year; semester to be announced.]

**COM S 412 Introduction to Compilers and Translators**  
Spring. 3 credits. Prerequisites: Computer Science 314, 381, and 410. Corequisite: CS 413. Not offered every year; next offered spring 1997.

**COM S 413 Practicum in Compilers and Translators**  
Spring. 2 credits. Prerequisites: Computer Science 314, 381, 410. Corequisite: Computer Science 412. Not offered every year; next offered spring 1997.  
A compiler implementation project related to Computer Science 412.

**COM S 414 Systems Programming and Operating Systems**  
Fall. 3 credits. Prerequisite: Computer Science 314 or permission of instructor.

**COM S 415 Practicum in Operating Systems**  
Fall. 2 credits. Prerequisite: Computer Science 410. Corequisite: Computer Science 414.

**COM S 417 Computer Graphics and Visualization (also ARCH 374)**  
Spring. 3 credits. Prerequisite: Computer Science 211 or 212.

**COM S 418 Practicum in Computer Graphics (also ARCH 375)**  
Spring. 2 credits. Enrollment limited. Permission of instructor. Prerequisite: Computer Science 211 or 212. Recommended: Computer Science 314. Corequisite: Computer Science 417.

**COM S 421 Numerical Analysis**  
Fall. 4 credits. Prerequisites: Mathematics 294 or equivalent, one additional mathematics course numbered 300 or above, and knowledge of programming.

**[COM S 422 Parallel Computing for Scientific Problems]**  
Spring. 4 credits. Enrollment limited. Permission of instructor. Prerequisites: Math 294 and COM S 222 or COM S 421, knowledge of C and Fortran. Not offered every year; next offered spring 1998.]

**COM S 432 Introduction To Database Systems**  
Spring. 3 credits. Prerequisites: Computer Science 211 or 212 and Computer Science 410, or permission of instructor. Recommended: Computer Science 314.

**COM S 433 Practicum in Database Systems**  
Spring. 2 credits. Corequisite: Computer Science 432.

**[COM S 444 Distributed Systems and Algorithms]**  
Fall. 4 credits. Co-requisite: COM S 414 or permission of instructor. Not offered every year; semester to be announced.]

**[COM S 462 Robotics and Machine Vision]**  
Spring. 3 credits. Prerequisite: Permission of instructor, Computer Science 410 and Computer Science 381. Co-requisite: Computer Science 463. Not offered every year; semester to be announced.]

**[COM S 463 Robotics and Machine Vision Lab]**  
Spring. 2 credits. Prerequisites: Permission of instructor, Computer Science 410 and Computer Science 381. Co-requisite: Computer Science 462. Not offered every year; semester to be announced.]

**COM S 472 Foundations of Artificial Intelligence**  
Fall. 3 credits. Prerequisites: Computer Science 107 or 212, Computer Science 280 and Computer Science 410. Open to juniors, seniors, and graduate students.

**COM S 473 Practicum in Artificial Intelligence**  
Fall. 2 credits. Prerequisites: Computer Science 107 or 212, Computer Science 280 and 410. Corequisite: Computer Science 472.

**COM S 481 Introduction to Theory of Computing**  
Fall. 4 credits. Prerequisite: Computer Science 280 or permission of instructor. Credit will not be granted for both Computer Science 381 and Computer Science 481.

A faster-moving and deeper version of Computer Science 381. Corrective transfers between Computer Science 481 and 381 (in either direction) are encouraged during the first few weeks of instruction.

**COM S 482 Introduction to Analysis of Algorithms**  
Spring. 4 credits. Prerequisites: Computer Science 410 and Computer Science 381 or 481, or permission of instructor.

**COM S 486 Applied Logic (also Mathematics 486)**  
Fall or spring. 4 credits. Prerequisites: Mathematics 222 or 294, Computer Science 100, and some course in mathematics or theoretical computer science.

**COM S 490 Independent Reading and Research**  
Fall or spring. 1-4 credits.

**COM S 501 Programming Languages and Software Engineering**  
Fall. 4 credits. Prerequisite: COM S 410 and knowledge of the C programming language.

**[COM S 511 Modern Programming Languages]**  
Fall. 4 credits. Prerequisites: Computer Science 410 and a project course or permission of instructor. Not offered every year; semester to be announced.]

**COM S 514 Practical Distributed Computing**  
Fall or spring. 4 credits. Prerequisites: Computer Science 414 or permission of instructor. Not offered every year; next offered spring 1997.

**COM S 515 Practicum in Distributed Systems**  
Fall or spring. 1-2 credits. Co-requisite: COM S 514. Not offered every year; next offered spring 1997.

**COM S 516 High-Performance Computer Architecture**  
Spring. 4 credits. Prerequisite: COM S 314 required; COMS 412 or 414 highly recommended.

**[COM S 522 Parallel Computing for Scientific Problems]**  
Spring. 4 credits. Enrollment limited. Permission of instructor. Prerequisites: Math 294, COM S 222 or COM S 421, knowledge of C and FORTRAN. Not offered every year; semester to be announced.]

**[COM S 562 Robotics and Machine Vision]**  
Spring. 3 credits. Prerequisites: permission of instructor, COM S 410 and COM S 381/481. Co-requisite: COM S 563. Not offered every year; semester to be announced.]

**[COM S 563 Robotics and Machine Vision Lab]**  
Spring. 2 credits. Prerequisites: permission of instructor, COM S 410 and COMS 381/481. Co-requisite: COM S 562. Not offered every year; semester to be announced.]

**COM S 572 Introduction to Automated Reasoning**  
Spring. 3 credits.

**COM S 601 System Concepts**  
Spring. 3 credits. Prerequisite: open to students enrolled in the COM S Ph.D. program. Not offered every year; next offered spring 1997.

**COM S 611 Advanced Programming Languages**  
Fall. 4 credits. Prerequisites: Computer Science 410, and 381 or 481, or permission of instructor.

**COM S 612 Compiler Design for High-Performance Architectures**  
Spring. 4 credits. Prerequisites: Computer Science 314 and 412, or permission of instructor.

**COM S 613 Concurrent Programming**  
Spring. 4 credits. Prerequisites: Computer Science 414 or permission of instructor. Not offered every year; semester to be announced.

**COM S 614 Advanced Systems**  
Spring. 4 credits. Prerequisite: Computer Science 414 or permission of instructor.

**[COM S 615 Theory of Concurrent Systems]**  
Spring. 4 credits. Prerequisites: COM S 611 or permission of instructor. Not offered every year; semester to be announced.]

**COM S 617 Frontiers of Parallel Computer Systems**

Fall. 4 credits. Prerequisites: COM S 314 or 516 required, COM S 411, 412, or 414. Not offered every year; semester to be announced.

**COM S 618 Topics in the Theory of Distributed Systems**

Fall. 4 credits. Prerequisites: COM S 444 or COM S 614 or permission of instructor. Not offered every year; semester to be announced.

**COM S 621 Matrix Computations**

Fall. 4 credits. Prerequisites: COM S 444 or COM S 614 or permission of instructor.

**COM S 622 Numerical Optimization and Nonlinear Algebraic Equations**

Spring. 4 credits. Prerequisite: COM S 621. Offered in odd-numbered years.

**[COM S 624 Numerical Solution of Differential Equations**

Spring. 4 credits. Prerequisite: Previous exposure to numerical analysis, mathematical analysis including Fourier methods, and differential equations. Offered in even-numbered years.]

**COM S 631 Multimedia Systems**

Fall. 4 credits. Prerequisite: COM S 414 or permission of instructor.

**COM S 661 Robotics**

Fall. 4 credits. Prerequisites: Computer Science 482 and permission of instructor. Not offered every year; semester to be announced.

**COM S 662 Robotics Laboratory**

Fall. 4 credits. Prerequisite: graduate standing or permission of instructor. Not offered every year; semester to be announced.

**COM S 664 Machine Vision**

Spring. 4 credits. Prerequisites: undergraduate-level understanding of algorithms and Mathematics 221 or equivalent.

**COM S 674 Natural Language Processing**

Spring. 4 credits. Prerequisites: COM S 472 or permission of instructor. Not offered every year; semester to be announced.

**COM S 676 Reasoning About Knowledge**

Fall. 4 credits. Prerequisites: mathematical maturity and an acquaintance with propositional logic. Not offered every year; next offered fall 1996.

**COM S 677 Reasoning About Uncertainty**

Spring. 4 credits. Prerequisites: mathematical maturity and an acquaintance with propositional logic. Not offered every year; semester to be announced.

**COM S 681 Analysis of Algorithms**

Fall. 4 credits. Prerequisite: Computer Science 381 or 481, or permission of instructor.

**COM S 682 Theory of Computing**

Spring. 4 credits. Prerequisite: Computer Science 381 or 481, or permission of instructor.

**[COM S 684 Introduction to Symbolic Computation**

4 credits. Prerequisites: Computer Science 381 or 481, or permission of instructor. Not offered every year; semester to be announced.]

**COM S 685 Computational Geometry**

Fall. 4 credits. Prerequisites: COM S 681, or permission of instructor. Not offered every year; semester to be announced.

**COM S 709 Computer Science Colloquium**

Fall or spring. 1 credit. S-U grades only. For staff, visitors, and graduate students interested in computer science.

**COM S 713 Seminar in Systems and Methodology**

Fall, spring. 4 credits. Prerequisites: a graduate course employing formal reasoning, such as COM S 600, 611, 613, 615, 671, a logic course, or permission of instructor. Not offered every year; semester to be announced.

**COM S 715 Seminar in Programming Refinement Logics**

Fall or spring. 4 credits. Prerequisite: permission of instructor.

**COM S 717 Topics in Parallel Architectures**

Fall. 4 credits. Prerequisite: Computer Science 612 or permission of instructor. Not offered every year; semester to be announced.

**COM S 718 Topics in Computer Graphics**

Fall or spring. 4 credits. Prerequisites: COM S 417 or permission of instructor. Not offered every year; semester to be announced.

**COM S 719 Seminar in Programming Languages**

Fall or spring. 4 credits. Prerequisite: Computer Science 611 or permission of instructor. S-U grades only.

**COM S 722 Topics in Numerical Analysis**

Fall or spring. 4 credits. Prerequisite: Computer Science 621 or 622 or permission of instructor. Not offered every year; semester to be announced.

**COM S 729 Seminar in Numerical Analysis/ACRI**

Fall or spring. 1-4 credits (to be arranged). Prerequisite: permission of instructor. S-U grades only.

**COM S 754 Seminar in Work in Progress-Distributed Systems**

Fall or spring. 1 credit.

**COM S 761 Dynamic Manipulation and Scientific Computation**

Spring. 4 credits. Prerequisites: COM S 462 or COM S 661, a strong background in robotics and algorithms (e.g. COM S 481), and permission of the instructor. Not offered every year; semester to be announced.

**COM S 762 Robot Cafe**

Spring. 4 credits. Prerequisite: CS661. Not offered every year; semester to be announced.

Advanced seminar on varying topics.

**COM S 773/774 Proseminar in Cognitive Studies I & II (also Cognitive Studies, Philosophy, Linguistics, and Psychology 773/774)**

Fall and spring. 2 credits.

**COM S 775 Seminar in Natural Language Understanding**

Fall, spring. 4 credits.

**COM S 784 Seminar in Computational Algebra**

Fall or spring. 4 credits. Not offered every year; semester to be announced. Informal weekly seminar in which current topics in computational algebra and symbolic mathematics are discussed.

**COM S 789 Seminar in Theory of Algorithms and Computing**

Fall, spring. 2-4 credits. Prerequisite: permission of instructor. S-U grades only.

**COM S 790 Special Investigations in Computer Science**

Fall, spring. Prerequisite: permission of a computer science adviser. Letter grade only. Independent research or Master of Engineering project.

**COM S 890 Special Investigations in Computer Science**

Fall, spring. Prerequisite: permission of a computer science adviser. S-U grades only. Master of Science degree research.

**COM S 990 Special Investigations in Computer Science**

Fall, spring. Prerequisite: permission of a computer science adviser. S-U grades only. Doctoral research.

**CZECH**

See Modern Languages under Languages and Linguistics.

**DANCE**

See listings under Department of Theatre Arts.

**DANISH**

See Modern Languages under Languages and Linguistics.

**DUTCH**

See Modern Languages under Languages and Linguistics.

**ECONOMICS**

T. Mitra, chair; R. Masson, graduate field representative; T. Lyons, director of undergraduate studies; K. Basu, L. Blume, M. Conlin, T. E. Davis, D. Easley, R. Ehrenberg, R. Frank, G. Hay, Y. Hong, N. Kiefer, P. Legros, P. D. McClelland, M. Majumdar, J. Mitchell, U. Possen, R. E. Schuler, K. Shell, G. J. Staller, S. Subramanian, E. Thorbecke, M. Veracierto, T. Vogelsang, H. Y. Wan, Jr., J. Wissink. Emeritus: W. Isard, A. Kahn, P. O'Leary, J. Vanek

The study of economics provides an understanding of the way economies operate and an insight into public issues. The department offers a broad range of undergraduate courses in such fields as money and banking international and comparative economics; econometrics; theory; history; growth and development; and the organization, performance, and control of industry.

## Social Science Distribution Requirement

The microeconomics distribution requirement can be fulfilled with any of the following:

Economics 101, Economics 201, Economics 203, or Economics 313.

The macroeconomics distribution requirement can be satisfied with any of the following:

Economics 102, Economics 202, Economics 204, or Economics 314.

## The Major

### Prerequisites

Economics 101 and 102 and Math 111 (or equivalents, with approval of the director of undergraduate studies), all with grades of C or better.

Economics 203 with a grade of C or better substitutes for 101; Economics 204 with a grade of C or better substitutes for 102.

### Requirements

Eight courses listed by the Department of Economics at the 300 level or above, or approved by the student's major adviser, all with grades of C- or better.

These eight courses must include:

- (1) Economics 313,
- (2) Economics 314, and
- (3) either Economics 321, or Economics 319 and 320

Economics 203 with a grade of B or better substitutes for both 101 and 313; Economics 204 with a grade of B or better substitutes for both 102 and 314.

If Economics 321 is applied toward the major, neither 319 nor 320 can be applied.

Economics 399 and 499 *cannot* be counted toward the eight-course requirement.

Up to two courses from the following list can be counted toward the eight-course requirement. The courses within parentheses are cross-listed:

- Labor Economics: (ILRIC 322, ECON 462), (ILRLE 340, ECON 451), (ILRLE 345, ECON 452), (ILRLE 348, ECON 453), (ILRLE 440, ECON 454), (ILRLE 441, ECON 455), (ILRLE 442, ECON 456), (ILRLE 445, ECON 457), (ILRLE 448, ECON 458), (ILRLE 640, ECON 459), (ILRLE 642, ECON 460), (ILRLE 644, ECON 461);
- Consumer Economics and Housing: (CEH 320, ECON 420) and (CEH 321, ECON 421) (these two courses together count as one course toward the Economics major), (CEH 613, ECON 413), (CEH 624, ECON 424), (CEH 635, ECON 435), (CEH 648, ECON 448);
- Agricultural, Resource, and Managerial Economics: (ARME 415, ECON 415), (ARME 428, ECON 428), (ARME 464, ECON 464), (ARME 608, ECON 408), (ARME 630, ECON 430), (ARME 665, ECON 465), (ARME 666, ECON 466); (the following two courses together count as one course toward the Economics major) (ARME 640, ECON 440), (ARME 641, ECON 441);

(ARME 450, ECON 450), provided Economics 309 is *not* applied toward the major.

ARME 450, provided Economics 309 is *not* applied toward the major.

An honors program is currently being offered. Students should consult the director of undergraduate studies before May of their junior year for more information.

Students planning graduate work in economics and business are strongly encouraged to prepare themselves well in mathematics and econometrics. These students are strongly encouraged to enroll in Economics 319-320 rather than Economics 321.

## Courses

### ECON 101 Introductory Microeconomics

Fall, spring, winter, and summer.

3 credits. Economics 101 is not a prerequisite for 102.

Explanation and evaluation of how the price system operates in determining what goods are produced, how goods are produced, and who receives income, and how the price system is modified and influenced by private organizations and government policy.

### ECON 102 Introductory Macroeconomics

Fall, spring, winter, and summer.

3 credits. Economics 101 is not a prerequisite for 102.

Analysis of aggregate economic activity in relation to the level, stability, and growth of national income. Topics discussed may include the determination and effects of unemployment, inflation, balance of payments, deficits, and economic development, and how these may be influenced by monetary, fiscal, and other policies.

### [ECON 103 Introduction to Economic Analysis

Spring. 4 credits. Not offered 1996-97.

This course will introduce the student to the basic tools of microeconomic and macroeconomic theory necessary to understand and analyze contemporary economic problems and their proposed solutions. In particular, the allocative role of the price system in determining production, consumption, and the distribution of income will be analyzed. The course will also focus on aggregate economic activity in relation to the level, stability, and growth of national income and other measures like unemployment, inflation, the deficit, and balance of payments. We will also develop an awareness of the strengths and weaknesses of markets and how the price system and aggregate economy are modified and influenced by private organizations and government policy at both the micro and macro levels of analysis. (Cannot be applied to the economics major.)

### ECON 203 Microeconomics

Fall. 4 credits. Prerequisite: calculus.

Intended for students with strong analytical skills who have not taken Economics 101, 102, 201, or 202. Can be used to replace both Economics 101 and 313. (Can replace 313 only with grade of B or better). This course covers the topics taught in Economics 101 and 313. An introduction to the theory of consumer and producer behavior and to the functioning of the price system.

### ECON 204 Macroeconomics

Spring. 4 credits. Prerequisite: Economics 203.

Intended for students with strong analytical skills who have not taken Economics 101, 102, 201, or 202. Can be used to replace both

Economics 102 and 314. This course covers the topics taught in Economics 102 and 314. (Can replace 314 only with grade of B or better). An introduction to the theory of national income determination, unemployment, growth, and inflation.

### [ECON 301 Economics of Market Failure

Spring. 4 credits. Prerequisites: Economics 101-102. Not offered 1996-97.

The course will review briefly the welfare properties of the perfectly competitive market model and will then consider a range of situations in which these properties are modified and where there may be a case for some form of government intervention. The cases to be considered will include (a) the presence of externalities, pollution, and the economics of the environment; (b) the provision of public goods, the free-rider problem; (c) uncertainty and imperfect information, an analysis in the context of labor and insurance markets, and the market for medical care; (d) the regulation of natural monopoly and public utility pricing; (e) the failure of the market to achieve desired redistributive objectives; (f) direct and indirect taxation as instruments of redistribution.]

### [ECON 303 Positive and Normative Theories of Income Distribution

Spring. 4 credits. Cannot be applied to the major. Not offered 1996-97.

After examining the distinction between the terms positive and normative as used in economics, this course will explore three main questions: (1) Why is income distributed the way it is? (2) How should income be distributed? (3) What is the relationship between 1 and 2? Particular emphasis will be given to those theories of income distribution, both positive and normative, that tend to dominate discussion of these topics in America.]

### ECON 304 Economics and the Law

Spring. 4 credits. Prerequisite: Economics 101.

An examination, through the lens of economic analysis, of legal principles drawn from various branches of law, including contracts, torts, and property. Cases are assigned for class discussion; in addition, there are several writing assignments.

### [ECON 306 Economics of Defense Spending

Spring. 4 credits. Prerequisites: Economics 101-102. Not offered 1996-97.

The economic aspects of defense spending are analyzed. Emphasis is on the procurement of weapons systems. Topics covered include an overview of the defense budget, special characteristics of the defense market, the structure of the defense industry, and the economic behavior of defense firms.]

### ECON 307 Introduction to Peace Science (also CRP 495.18 and Introduction to Peace Science)

Winter session. 4 credits. Prerequisites:

ECON 101-102 or permission of instructor.

Introduction to the theories of and research on conflict resolution. Topics include conflict, its role and impact on society; theories of aggression and altruism; causes of war; game theory; conflict management procedures and other analytical tools and methods of peace science; alternatives to war.



**[ECON 308 Economic Analysis of Government (also Civil and Environmental Engineering 322)]**

Spring. 4 credits. Prerequisites: calculus plus Economics 313 or equivalent or Civil and Environmental Engineering 321. Not offered 1996-97.

Analysis of economic bases for government intervention in a market economy. Topics include public goods, cost-benefit analysis, public finance, environment regulation and risk management, and macroeconomic topics.]

**ECON 309 Environmental Economics**

Fall. 4 credits. Prerequisites: Economics 101-102.

This course examines the economic aspects of environmental issues. We will look at theoretical and analytical tools of economics as they apply to environmental issues, as well as related philosophical and ethical issues. We will then apply the various economic and ethical paradigms to current environmental issues.

**ECON 313 Intermediate Microeconomic Theory**

Fall, spring, and summer. 4 credits. Prerequisites: Economics 101-102 and calculus.

The pricing process in a private enterprise economy are analyzed under varying competitive conditions, and their role in the allocation of resources and the functional distribution of national income is considered.

**ECON 314 Intermediate Macroeconomic Theory**

Fall, spring, and summer. 4 credits. Prerequisites: Economics 101-102 and calculus.

The theory of national income and determination and economic growth in alternative models of the national economy is introduced. The interaction and relation of these models to empirical aggregate economic data is examined.

**ECON 315 History of Economic Analysis #**

Fall and spring. 4 credits. Prerequisites: Economics 101-102 or permission of instructor.

Early writings in economics and their relationship to current economic analysis and policy issues, for example, ancient and medieval philosophers on justice in exchange; mercantilist arguments for trade protection; early theories about the effect of monetary expansion (D. Hume); the role of the entrepreneur (Cantillon); and general competitive equilibrium (the Physiocrats). The most recent reading assignment in this course is Adam Smith's *Wealth of Nations* but the emphasis is on the relationship between the precursors of Adam Smith and his *Wealth of Nations* to modern economics analysis and current efforts to answer some of the questions raised in the early writing on economics.

**[ECON 317 Intermediate Mathematical Economics I]**

Fall. 4 credits. Prerequisites: Economics 101-102 and Math 111-112. Not offered 1996-97.

Introduction of calculus and matrix algebra; problems of maximization of a function of several variables. Economic examples are used to illustrate and teach the mathematical concepts.]

**[ECON 318 Intermediate Mathematical Economics II]**

Spring. 4 credits. Prerequisites: Economics 101-102 and Math 111-112. Not offered 1996-97.

Advanced techniques of optimization and application to economic theory.]

**ECON 319 Introduction to Statistics and Probability**

Fall. 4 credits. Prerequisites: Economics 101-102 and Mathematics 111-112.

This course provides an introduction to statistical inference and to principles of probability. It includes descriptive statistics, principles of probability, discrete and continuous distributions, and hypothesis testing (of sample means, proportions, variance). Regression analysis and correlation are introduced.

**ECON 320 Introduction to Econometrics**

Spring. 4 credits. Prerequisites: Economics 101-102, 319, or equivalent.

Introduction to the theory and application of econometric techniques. How econometric models are formulated, estimated, used to test hypotheses, and used to forecast; understanding economists' results in studies using regression model, multiple regression model, and introduction to simultaneous equation models.

**ECON 321 Applied Econometrics**

Fall, spring and summer. 4 credits. Prerequisites: Economics 101-102 and calculus.

This course provides an introduction to statistical methods and principles of probability. Topics to be covered include analysis of data, probability concepts and distributions, estimation and hypothesis testing, regression, correlation and time series analysis. Applications from economics are used to illustrate the methods covered in the course.

**ECON 323 American Economic History #**

Fall. 4 credits. Prerequisites: Economics 101-102 or equivalent.

Problems in American economic history from the first settlements to early industrialization are surveyed.

**ECON 324 American Economic History #**

Spring. 4 credits. Prerequisites: Economics 101-102 or equivalent.

A survey of problems in American economic history from the Civil War to World War I.

**ECON 324A American Economic History #**

Spring. 4 credits. Prerequisites: Economics 101-102 or equivalent. Instructor's permission required.

Same material as Economics 324, seminar limited to 12 students.

**ECON 325 Economic History of Latin America @ #**

Fall. 4 credits.

A survey of changing economic institutions and policies from pre-Columbian to modern times.

**ECON 326 History of American Enterprise #**

Spring. 4 credits. Prerequisites: Economics 101-102 or equivalent.

History of the changing structure of American business from 1800 to the present, with major emphasis upon developments after the Civil War. The focus of the course will be the

changing structure of challenges (for example, the rise of unions, development of a national capital market, changing role of government) and the various responses of business organizations and entrepreneurs to those challenges.

**ECON 331 Money and Credit**

Spring. 4 credits. Prerequisites: Economics 101-102 and 314.

A systematic treatment of the determinants of the money supply and the volume of credit. Economic analysis of credit markets and financial institutions in the United States.

**ECON 333 Financial Economics**

Fall. 4 credits. Prerequisites: Economics 313 and 314.

The theory and decision making in the presence of uncertainty and the practical aspects of particular asset markets are examined.

**ECON 335 Public Finance: The Microeconomics of Government**

Fall. 4 credits. Prerequisites: Economics 101-102 and 313, or their equivalent, and one semester of calculus.

The role of government in a free market economy is analyzed. Topics covered include public goods, market failures, allocation mechanisms, optimal taxation, effects of taxation, and benefit-cost analysis. Current topics of an applied nature will vary from term to term.

**ECON 336 Public Finance: Resource Allocation and Fiscal Policy**

Spring. 4 credits. Prerequisites: Economics 101-102, 313 or their equivalent and one semester of calculus.

This course covers the revenue side of public finance and special topics. Subjects covered include the federal debt, the budget, and government regulation and transfers, as well as problems like local public goods, health care, education, the hierarchy of governmental structure, plus a variety of applied problems.

**[ECON 338 Macroeconomic Policy]**

Spring. 4 credits. Prerequisite: Economics 314 or equivalent. Not offered 1996-97.

The use of fiscal and monetary policies for achieving full employment, price-level stability, and appropriate economic growth are studied.]

**ECON 341 Labor Economics**

For description, see ILRLE 240.

**ECON 342 Economic Analysis of the University**

For description, see ILRLE 648.

**ECON 351 Industrial Organization**

Fall. 4 credits. Prerequisite: Economics 313 or its equivalent.

A study of markets that differ from the ideal of perfect competition (e.g., monopoly and oligopoly) and the efforts of our legal system through the antitrust laws to deal with the kinds of problems that arise in such markets. Specific topics covered include mergers, price fixing, price discrimination, predatory pricing, and vertical restraints such as resale price maintenance.

**ECON 352 Advanced Topics in Industrial Organization**

Spring. 4 credits. Prerequisites: Economics 351.

This course is an extension of 351 and will emphasize (a) more-advanced topics in the

theory of industrial organization with special attention to recent developments in the literature; and (b) empirical analysis of numerous factors relating to the structure of markets and their performance.

**[ECON 355 Departures from Rational Choice]**

Fall. 4 credits. Prerequisites: Economics 313 and 314, or their equivalents. Not offered 1996-97.

This course examines behaviors that appear inconsistent with the traditional theory of rational choice. These behaviors fall under two broad categories: (1) irrational behavior with regret, and (2) irrational behavior without regret. The first category includes, but is not limited to, behaviors that result from cognitive errors. Once people are made aware of these errors, they typically express a desire to modify their behavior in the directions called for by rational choice theory. The second category represents a deeper challenge to the traditional model. It consists of behaviors that people generally express no desire to modify despite their inconsistency with rational choice theory.]

**[ECON 357 Game Theory]**

Spring. 4 credits. Prerequisites: Economics 313 and 319. Not offered 1996-97.

This course studies mathematical models of conflict and cooperation in situations of uncertainty (about nature and about decision makers).]

**[ECON 361 International Trade Theory and Policy]**

Fall. 4 credits. Prerequisites: Economics 101-102 and 313.

This course surveys the sources of comparative advantage. It studies commercial policy and analyzes the welfare economics of trade between countries. Some attention is paid to the institutional aspects of the world trading system.

**[ECON 362 International Monetary Theory and Policy]**

Spring and summer. 4 credits. Prerequisites: Economics 101-102 and 314.

This course surveys the determination of exchange rates and theories of balance of payments adjustments. It also explores open economy macroeconomics, and it analyzes some of the institutional details of foreign exchange markets, balance of payments accounting, and the international monetary system.

**[ECON 363 International Economics]**

Spring and summer. 4 credits. Prerequisite: Economics 101-102 or equivalent.

This course surveys international economics in one semester. First, it surveys the sources of comparative advantage, and it analyzes commercial policy and the institutional aspects of the world trading system. Second, it discusses exchange rates, and it studies theories of balance of payments adjustments. This course is intended primarily for government majors who are comfortable with a less technical approach to international economics. (Cannot be applied to the economics major.)

**[ECON 365 Economic Problems of Latin America]**

Spring. 4 credits. Prerequisites: Economics 101-102.

Current topics include, international debt, capital flight, economic integration, stabilization programs, etc.

**[ECON 366 The Economies of the Former Soviet Union and of Central Europe: From Central Planning to Markets]**

Fall. 4 credits. Prerequisites: Economics 313 and 314. Not offered 1996-97.

The course will introduce first the basic features of a centrally planned economy and proceed to consider the most important example: the rise and fall of the Soviet Union. Secondly, the analysis will be extended to what used to be known as "Eastern Europe" (e.g., Czechoslovakia, Hungary, Poland). From this necessary historical background, the course will proceed to current attempts to move away from Socialist central planning and its legacies to market economy, privatization, and independence.]

**[ECON 367 Comparative Economic Systems: East and West]**

Fall. 4 credits. Prerequisites: Economics 101-102.

The course will develop first a framework for studying economic systems and national economies and present three simple stylized systemic models: capitalist market, socialist market, and central planning. Secondly, the course will consider economic goals to be achieved (such as growth, stability, and productivity) and introduce quantitative measures used in the evaluation of the performance. Thirdly, comparative studies of selected national economies representing the models will be carried out.

**[ECON 369 The Economy of China @]**

Fall. 4 credits. Prerequisites: Economics 101-102 or permission of instructor.

Examines the development of the Chinese economy and the evolution of China's economic system since 1949.

**[ECON 370 Socialist Economies in Transition]**

Fall. 4 credits. Prerequisites: Economics 101-102 and 313-314. Not offered 1996-97.

This course studies the economic aspects of the transition of centrally planned, socialist economies to capitalist, market economies. It begins with an overview of the functioning of centrally planned economies, the arguments for reform, and experience with reform of these economies prior to 1989. This background section provides an understanding of the issues relating to reform. The focus then shifts to the current transitions in the reforming economies. We examine the key elements of the reform process, including macroeconomic stabilization and price liberalization, tax reform, development of capital markets, and privatization of firms. We study the economic arguments relating to each of these aspects of reform and compare experiences with reform in different countries.]

**[ECON 371 Economic Development]**

Fall. 4 credits. Prerequisites: Economics 313 or equivalent.

Study of the problem of sustaining accelerated economic growth in less-developed countries. Trade-offs between growth, welfare, and equity; the legacy of colonialism; relevance of history and economic theory; problems of capital formation, economic planning and international specialization; and the interaction of industrialization, agricultural development, and population change are emphasized.

**[ECON 372 Applied Economic Development]**

Fall or spring. 4 credits. Prerequisite: Economics 101-102. Not offered 1996-97.

This course examines several special topics in the economics of developing countries. Among the topics covered recently are the concepts of development and underdevelopment, the debate over development economics, the peasant household and its place in the world economy, the debt crisis, the state vs. market debate and the role of the state in economic development, and the question of sustainable development.]

**[ECON 374 National and International Food Economics]**

For description, see NS 457.

**[ECON 375 Economic Problems of India]**

Fall. 4 credits. Prerequisite: Economics 101/102 or equivalent background.

This course will present the major economics and development problems of contemporary India and to examine the country's future economic prospects. It will, however, be our aim to discuss these problems in their proper historical perspectives. Hence, the course will start with a brief outline of the social and political history of India. It will then turn to a more detailed account of the economic history of India in two stages.

**[ECON 381 Economics of Participation and Workers' Management]**

Spring. 4 credits. Prerequisites: Economics 313-314 or permission of instructor. Not offered 1996-97.

The theory of labor-management economies is developed systematically, and literature on that and related subjects surveyed. Theories of the participatory firm, industry, and general equilibrium are covered together with a microeconomic theory and analysis of special dimensions of the system. Efficient decision-making processes within the firm are also studied. Illustrative references to Yugoslavia and other real instances of labor participation are made throughout.]

**[ECON 382 The Practice and Implementation of Self-Management]**

Fall. 4 credits. Prerequisites: Economics 101-102. Not offered 1996-97.

A broad introduction to the subject of workers' self-management intended for both economists and non-economists. It contains no technical tools nor does it require prior professional knowledge: thus there are no prerequisites. The course objective is to answer 5 broad questions: (1) What is self-management? (2) Where and in what form does it occur? (3) What is its history? (4) How does it work? and (5) How is a cooperative enterprise/economy started/operated?]

**[ECON 399 Readings in Economics]**

Fall or spring. Variable credit. Independent study.

**[ECON 408 Production Economics]**

For description, see ARME 608.

**[ECON 413 Economics of Consumer Demand]**

For description, see CEH 613.

**[ECON 415 Price Analysis]**

For description, see ARME 415.

**[ECON 416 Intertemporal Economics]**

Spring. 4 credits. Prerequisites: Economics 313. Not offered 1996-97.

This course is intended for advanced economics majors who are especially interested in economic theory. Topics to be covered: (a) review of the one good Ramsey model of optimal savings and accumulation; conditions for intertemporal efficiency in production; comparative dynamics and sensitivity analysis; (b) some earlier models of capital accumulation; the roles of present value and internal rate of return in guiding investment decisions; (c) growth, exhaustible resources; pollution and conservation: discussion of the trade-offs facing a society.]

**[ECON 419 Economic Decisions under Uncertainty]**

Fall. 4 credits. Prerequisites: Economics 313 and 319. Not offered 1996-97.

This course provides an introduction to the theory of decision making under uncertainty with emphasis on economic applications of the theory.]

**ECON 420 Economics of Family Policy—Adults**

For description, see CEH 320.

**ECON 421 Economics of Family Policy—Children**

For description, see CEH 321.

**ECON 422 The Economics of Infrastructure and a Sustainable Environment**

For description, see CEE 422.

**ECON 424 Economics of Household Behavior**

For description, see CEH 624.

**ECON 428 Technology: Management and Economic Issues**

For description, see ARME 428.

**ECON 430 Policy Analysis: Welfare Theory, Agriculture, and Trade**

For description, see ARME 630.

**ECON 435 Information and Regulation**

For description, see CEH 635.

**ECON 436 Projects in Environmental Management**

For description, see NBA 573.

**ECON 440 Analysis of Agriculture Markets**

For description, see ARME 640.

**ECON 441 Commodity Futures Markets**

For description, see ARME 641.

**[ECON 445 Topics in Microeconomic Analysis—Markets and Planning]**

Fall. 4 credits. Prerequisites: Economics 313. Not offered 1996-97.

This is a course of economic theory designed for upperclass undergraduates. Course contents may vary from year to year. Issues that may be examined include (1) How can economic activities be efficiently organized through the market mechanism? Why is the presence of many traders essential to efficiency? (2) What can be done if the indivisibility in production processes becomes an important hindrance to competitive pricing? (3) How can economic planning be decentralized efficiently? This course serves two purposes: (1) to introduce concepts that are novel to undergraduates and relevant to public policy but require only a modicum of analytic tooling up, and (2) to illustrate the

deductive approach of modern economic analysis—how to define concepts unambiguously, how to form propositions in clear-cut fashion, and how to follow up logical implications sequentially to the conclusion.]

**[ECON 446 Topics in Macroeconomic Analysis—Is Keynesianism Dead?]**

Fall or spring. 4 credits. Prerequisites: Economics 314. Not offered 1996-97.

The coverage of this course may vary from term to term. Presently the content of the course deals with the range of criticisms against Keynesian theory by the New Classical Economics, alias the Equilibrium School, alias the Rational Expectations School. Despite the fact that almost all intermediate macroeconomic textbooks are Keynesian in perspective, clearly Keynesian economics is currently at bay. We shall review critically, critiques to Keynesian theory.]

**ECON 448 Housing Economics**

For description, see CEH 648.

**ECON 451 Economic Security**

For description, see ILRLE 340.

**ECON 452 Corporate Finance**

For description, see ILRLE 345.

**ECON 453 The Economics of Unemployment**

For description, see ILRLE 348.

**ECON 454 The Economics of Health Care**

For description, see ILRLE 440.

**ECON 455 Income Distribution**

For description, see ILRLE 441.

**ECON 456 The Economics of Employee Benefits**

For description, see ILRLE 442.

**ECON 457 Women in the Economy**

For description, see ILRLE 445.

**ECON 458 Topics in Twentieth Century Economic History**

For description, see ILRLE 448.

**ECON 459 Economic History of British Labor 1750-1940**

For description, see ILRLE 640.

**ECON 460 Economic Analysis of the Welfare State**

For description, see ILRLE 642.

**ECON 461 The Economics of Occupational Safety and Health**

For description, see ILRLE 644.

**ECON 462 Labor in Developing Economies**

For description, see ILRIC 332.

**ECON 464 Economics of Agricultural Development**

For description, see ARME 464.

**ECON 465 Food and Nutrition Policy**

For description, see ARME 665.

**ECON 466 Economics of Development**

For description, see ARME 666.

**ECON 473 Economics of Export-led Development @**

Spring. 4 credits. Prerequisites: Economics 313, 314, or their equivalent.

This course will examine the phenomenon of export-led development from both the theoretical and empirical points of view. Concentration will be on experiences within the West Pacific Rim.

**[ECON 481 Economic Effects of Participation and Labor-Managed Systems]**

Fall or spring. 4 credits. Prerequisites: Economics 381 and 382. Not offered 1996-97.

This course applies microeconomic theory to analyzing the performance of firms in which employees either participate in the decision-making process or make all the important decisions. If a specialist in the area is lacking, Prof. Vanek may give the course as a seminar where primarily grad students will discuss topics in the literature selected through consensus of the participants.]

**[ECON 482 Practical Aspects of Business Management of Worker Enterprises]**

Fall. 4 credits. Prerequisite: should be taken concurrently with or following Economics 382/582, and permission of instructor. Not offered 1996-97.

This course is designed to further and deepen undergraduate and graduate students' knowledge of workers' self-management democratic enterprises. It will be based primarily on dialogue and participants' own presentations of their research in relevant areas such as cooperative business law, finance, accounting, or internal work organization. The instructor will act primarily as a coordinator and resource person. Whenever possible an attempt is made to form and incorporate a self-managing cooperative enterprise. Students who have taken all three courses, Economics 381/681, 382/682, and 482, both graduate and undergraduate, are welcome to participate as teacher-student interns. They may receive additional independent study credit for this work.]

**[ECON 483 The Technological and Product Base of Worker Enterprises, with Special Emphasis on Ecology and Solar Energy Applications]**

Fall or spring. 4 credits. Prerequisite: may be taken concurrently with or following Economics 382/582, and permission of instructor. Not offered 1996-97.

This course is designed to deepen undergraduate and graduate students' knowledge of workers' self-management and cooperation, through learning about and construction of simple energy-related technologies, to be produced in workers' enterprises. Size of the class is limited by technical, space, and instruction resources. Some of the technologies may serve as a basis for projects to be undertaken in Economics 482.]

**ECON 499 Honors Program**

Fall and spring. 8 credits.

Consult the Director of Undergraduate Studies for details. Interested students should apply to the program in the spring semester of their junior year.

**Graduate Courses and Seminars****ECON 509 Microeconomic Theory I**

Fall. 4 credits.

Topics in consumer and producer theory.

**ECON 510 Microeconomic Theory II**

Spring. 4 credits.

Topics in consumer and producer theory, equilibrium models and their application, externalities and public goods, intertemporal choice, simple dynamic models and resource depletion, choice under uncertainty.

**ECON 513 Macroeconomic Theory I**

Fall. 4 credits.

Static general equilibrium. Intertemporal general equilibrium: infinitely lived agents models and overlapping generations models. Welfare theorems. Equivalence between sequential markets and Arrow-Debreu Markets. Ricardian proposition. Modigliani-Miller theorem. Asset pricing. Recursive competitive equilibrium. The Neoclassical Growth Model. Calibration. Introduction to dynamic programming.

**ECON 514 Macroeconomic Theory II**

Spring. 4 credits.

Dynamic programming. Stochastic growth. Search models. Cash-in-advance models. Real business-cycle models. Labor indivisibilities and lotteries. Heterogeneous agents models. Optimal fiscal and monetary policy. Sustainable plans. Endogenous growth.

**ECON 516 Applied Price Theory**

Spring. 4 credits.

The course emphasizes the applications of the principles of price theory to a variety of problems taken from concrete, practical settings.

**ECON 517 Intermediate Mathematical Economics I**

Fall. 4 credits. Prerequisites: Calculus II and intermediate linear algebra.

The course will cover selected topics in Matrix algebra (vector spaces, matrices, simultaneous linear equations, characteristic value problem), calculus of several variables (elementary real analysis, partial differentiation, convex analysis), classical optimization theory (unconstrained maximization, constrained maximization).

**ECON 518 Intermediate Mathematical Economics II**

Spring. 4 credits.

A continuation of Economics 517, the course develops additional mathematical techniques for applications in economics. Topics covered could include study of dynamic systems (linear and nonlinear difference equations, differential equation, chaotic behavior), dynamic optimization methods (optimal control theory, nonstochastic and stochastic dynamic programming), game theory (repeated dynamic and evolutionary games).

**ECON 519 Econometrics I**

Fall. 4 credits. Prerequisites: Economics 319-320 or permission of instructor.

This course gives the probabilistic and statistical background for meaningful application of econometric techniques. Topics to be covered are (1) probability theory: probability spaces, random variables, distributions, moments, transformations, conditional distributions, distribution theory and the multivariate normal distribution, convergence concepts, laws of large numbers, central limit theorems, Monte Carlo simulation; (2) statistics: sample statistics, sufficiency, exponential families of distributions. Further topics in statistics will be considered in Economics 520.

**ECON 520 Econometrics II**

Spring. 4 credits. Prerequisite: Economics 519.

This course is a continuation of Economics 519 (Econometrics I) covering (1) statistics: estimation theory, least squares methods, method of maximum likelihood, generalized method of moments, theory of hypothesis

testing, asymptotic test theory, and nonnested hypothesis testing and (2) econometrics: the general linear model, generalized least squares, specification tests, instrumental variables, dynamic regression models, linear simultaneous equation models, nonlinear models, and applications.

**[ECON 537 Economics of Financial Market Regulation**

Fall. 4 credits. Prerequisites: ECON 313 and 314 and the consent of the instructor. Not offered 1996-97.

The decade of the 90s has seen a revolution in financial regulation. The FDICIA, the Basel agreements, and the various European Community directives are changing the rules of the financial game. What are the possible impacts on financial markets and institutions? What is the likely structure of financial intermediation after these regulatory shocks? Specific topics to be covered: financial markets, intermediaries and instruments; quantitative analysis of financial assets and flows; economics of financial intermediation; financial regulation in the U.S. and Europe and harmonization; costs and benefits of the current regulatory environment.]

**ECON 539 Public Political Economy**

4 credits.

For description see Civil and Environmental Engineering 535 (CEE 535).

**ECON 599 Readings in Economics**

Fall or spring. Variable credit. Independent study.

**ECON 603 Seminar in Peace Science**

Fall. 4 credits.

Among topics to be covered at an advanced level are game theory, coalition theory, bargaining and negotiation processes, cooperative procedures, microbehavior models, macrosocial processes, and general systems analysis.

**[ECON 605 Advanced Social Theory for Peace Scientists**

Spring. 4 credits. Prerequisites: Economics 505 and knowledge of microeconomic theory. Not offered 1996-97.

Study of diverse social science hypotheses and theories as they relate to, and can be synthesized within, multiregional, multinational, and generally multigroup conflict and cooperative frameworks. Particular attention will be given to developments stemming from microeconomics and general systems theory. Dynamic analyses will be emphasized.]

**ECON 610 Stochastic Economics: Concepts and Techniques**

Spring. 4 credits. Prerequisites: Economics 509, 510, 513, 514, 519, and 520.

This course will review a number of techniques that have been useful in developing stochastic models of economic behavior. Among these are (a) discrete-time Markov processes, (b) dynamic programming under uncertainty, and (c) continuous-time diffusion processes. Examples of economic models will be drawn from recent literature on optimal capital accumulation and optimal savings and portfolio selection problems; permanent income hypothesis; dynamic models of price adjustment, etc. Advanced graduate students contemplating work in economic theory and econometric theory will be able to get some exposure to current research.

**ECON 611 Advanced Microeconomic Theory: "The Mathematics of Institutions"**

4 credits.

The objectives of this class are to provide the tools to study institutions and to analyze some particular institutions. We will borrow from many literatures: game theory, social choice, political science, macroeconomics, microeconomics. The structure of the class will be rather informal. The syllabus will only be an indicator of the material that will be covered during the class. In particular, depending upon the number of students that attend and their interests, we can decide to shorten some parts of this syllabus and to spend more time on other parts.

**ECON 612 Advanced Macroeconomics**

4 credits.

The purpose of this course is to introduce the student to some of the topics and analytic techniques of current macroeconomic research. The course will fall into three parts: dynamic programming, new Keynesian economics, and recent theories of economic growth. The dynamic programming section will include models of consumption, investment, and real business cycles. The new Keynesian section will cover models of wage and price rigidity, coordination failure and credit markets. The section on endogenous growth will look at recent efforts to add non-convexities to models of optimal growth. These topics are intended to complement the material on overlapping generations covered elsewhere.

**ECON 617 Mathematical Economics**

4 credits. Prerequisites: ECON 509-510 (or equivalent training in micro theory) and MATH 413-414 (or equivalent training in analysis).

The primary theme of this course is to explore the role of prices in achieving an efficient allocation of resources in dynamic economies. Some of the classical results on static equilibrium theory and welfare economics on attaining optimal allocation through decentralized organizations are examined through an axiomatic approach. Some basic issues on capital theory are also analyzed.

**ECON 618 Topics in Mathematical Economics**

4 credits.

**ECON 619 Advanced Topics in Econometrics I**

Fall. 4 credits. Prerequisites: Economics 519-520 or permission of instructor.

Advanced topics in econometrics, such as asymptotic estimation and test theory, robust estimation, Bayesian inference, advanced topics in time-series analysis, errors in variable and latent variable models, qualitative and limited dependent variables, aggregation, panel data, and duration models.

**ECON 620 Advanced Topics in Econometrics II**

Spring. 4 credits. Prerequisites: Economics 519-520 or permission of instructor. For description see Economics 619.

**ECON 621 Time Series Econometrics**

Spring. 4 credits. Prerequisites: Economics 519-520 or permission of instructor.

This course covers traditional and current time series techniques that are widely used in econometrics. Topics include the theory of stationary stochastic processes including univariate ARMA(p,q) models, spectral density



analysis, and vector autoregressive models; parametric and semi-parametric estimation; current developments in distributional theory; estimation and testing in models with integrated regressors including, unit root tests, cointegration, and permanent vs. transitory components.

**[ECON 623 American Economic History]**  
Fall or spring. 4 credits. Not offered 1996-97.]

**[ECON 624 American Economic History]**  
Fall or spring. 4 credits. Not offered 1996-97.]

**[ECON 626 Methods in Economic History]**  
Fall or spring. 4 credits. Not offered 1996-97.]

**ECON 631 Monetary Theory and Policy**  
Spring. 4 credits. Prerequisites: ECON 514 or permission of the instructor.

Advanced topics in monetary economics, macroeconomics, and economic growth—such as overlapping-generations, taxes and transfers denominated in money, transactions demand for money, multi-asset accumulation, exchange rates, and financial intermediation.

**ECON 632 Monetary Theory and Policy**  
Fall. 4 credits. Prerequisites: ECON 631 or permission of the instructor.

Advanced topics in monetary economics, macroeconomics, and economic growth—such as economic volatility, the “burden” of government debt, restrictions on government borrowing, dynamic optimization, endogenous growth theory, technological evolution, financial market frictions, and cyclical fluctuations.

**ECON 635 Public Finance: Resource Allocation and Fiscal Policy**  
Spring. 4 credits.

This course develops a mathematical and highly analytical understanding of the role of government in market economies and the fundamentals of public economics and related issues. Topics covered include generalizations and extensions of the fundamental theorems of welfare economics, in-depth analysis of social choice theory and the theory on implementation in economic environments, public goods and externalities and other forms of market failure associated with asymmetric information. The theoretical foundation for optimal direct and indirect taxation is also introduced along with the development of various consumer surplus measures and an application to benefit cost analysis. Topics of an applied nature vary from semester to semester depending upon faculty research interests.

**ECON 636 Public Finance: Resource Allocation and Fiscal Policy**  
Fall. 4 credits.

This course spends a large part of the semester covering the revenue side of public finance. Topics include the impact of various types of taxes as well as the determination of optimal taxation. The impact of taxation on labor supply, savings, company finance and investment behavior, risk bearing, and portfolio choice are explored. Other topics include the interaction of taxation and inflation, tax evasion, tax incidence, social security, unemployment insurance, deficits, and interactions between different levels of government.

**[ECON 637 Location Theory and Regional Analysis]**

Fall. 4 credits. Prerequisites: Economics 509, 517, and Econometrics. Not offered 1996-97.

Economic principles influencing the location of economic activity, its spatial equilibrium structure, and dynamic forces. Topics include spatial pricing policies, price competition, and relocation by firms; residential location patterns; patterns of regional growth and decline; and patterns of urbanization.]

**ECON 641 Seminar in Labor Economics**  
For description see ILRLE 744.

**ECON 642 Seminar in Labor Economics**  
For description see ILRLE 745.

**ECON 647 Economics of Evaluation (also Industrial and Labor Relations 647)**  
For description see ILRLE 647.

**ECON 648 Issues in Latin American Development**  
Fall. 4 credits.

The topics include: “informal sector” (or multi-part labor markets), evolving capital markets (particularly the market for short-term, domestic currency denominated public sector debt, privatization, etc.). The emphasis will be placed on the impact of these institutional (or structural) changes on economic growth.

**ECON 651 Industrial Organization and Regulation**  
Fall. 4 credits.

This course focuses primarily on recent theoretical advances in the study of industrial organization. Topics covered include market structure, non-linear pricing, quality, durability, location selection, advertising, repeated games, collusion, entry deterrence, managerial incentives, switching costs and government intervention. These topics are discussed in a game-theoretic context.

**ECON 652 Industrial Organization and Regulation**

Spring. 4 credits. Prerequisites: ECON 509 and 651.

This course rounds out some topics in the Theory of Industrial Organization with the specific intent of addressing the empirical implications of the theory. The course reviews empirical literature in the SCP paradigm and in the NEIO paradigm.

**[ECON 653 Public Policy Issues for Industrial Organizations]**

Spring. 4 credits. Prerequisites: Economics 509, 510, and 651. Not offered 1996-97.

The course takes an in-depth view of the interaction between the government and business. Methods of business control, including antitrust, price regulation, entry regulation, and safety regulation. Emphasis will be not only on the economic effects on business, but on the economics of selecting and evolving the method of control.]

**[ECON 655 Rivalry and Cooperation]**

Fall. 4 credits. Prerequisites: Economics Graduate Core or instructor's permission. Not offered 1996-97.

In standard models, economic interaction is impersonal. Agents respond to price signals and measure their own welfare not in relative but in absolute terms; and cooperative behavior emerges only when it coincides with narrow self-interest. This course will explore the details of rivalry and cooperation in an

effort to synthesize broader views of economic interaction. Topics will include the effect of concerns about relative income on wage rates, consumption, savings, and regulation; the effect of concerns about fairness on prices and wages; the conditions that foster trust and cooperation; and the role of positional competition in the distribution of economic rewards.]

**ECON 656 Noncooperative Game Theory**

Fall. 4 credits. Prerequisites: Economics 509-510 and 519.

This course surveys equilibrium concepts for non-cooperative games. We will cover Nash equilibrium and a variety of equilibrium refinements, including perfect equilibrium, proper equilibrium, sequential equilibrium and more! We will pay attention to important special classes of games, including bargaining games, signalling games, and games of incomplete information. Most of our analysis will be from the strict decision-theoretic point of view, but we will also survey some models of bounded rationality in games, including games played by automata.

**ECON 657 Economics of Imperfect Information**

Spring. 4 credits. Prerequisites: Economics 509-510 and 519.

The purpose of this course is to consider some major topics in the economics of uncertain information. Although the precise topics considered will vary from year to year, subjects such as markets with asymmetric information, signalling theory, sequential choice theory, and record theory will be discussed.

**ECON 660 Topics in Political Economy**

Fall. 4 credits. Prerequisite: Economics 313 or equivalent.

This course will develop critiques and extensions of economic theory, taking into account the political and social moorings of economic activity and equilibria. The formation and persistence of social norms; the meaning and emergence of property rights; the role of policy advice in influencing economic outcomes; and the effect of political power and ideology on economic variables will be studied. While these topics were popular in the classic works of political economy, recent advances in game theory and, more generally, game-theoretic thinking allows us to approach these topics from a new perspective. Hence, the course will begin by devoting some lectures to elementary ideas in game-theory and strategic analysis.

**ECON 661 International Economics: Trade Theory and Policy**

Fall. 4 credits.

This course surveys the sources of comparative advantage. It analyzes simple general equilibrium models to illustrate the direction, volume, and welfare effects of trade. Topics in game theory and econometrics as applied to international economics may be covered.

**ECON 662 International Economics: International Finance and Open Economy Macroeconomics**

Spring. 4 credits.

This course surveys the determination of exchange rates and theories of balance of payment adjustments. It explores open economy macroeconomics by analyzing models of monetary economies. Topics in monetary economics and econometrics as applied to international economics will be covered.

**[ECON 664 International Economics: Balance of Payments and International Finance]**

Fall or spring. 4 credits. Not offered 1996-97.]

**[ECON 670 Economic Demography and Development]**

Fall or spring. 4 credits. Not offered 1996-97.]

**ECON 671 Economic Development and Development Planning**

Spring. 4 credits.

Reviews the existing literature on the determinants of economic growth and the interrelationship between growth and income distribution through the process of economic development. A general equilibrium approach to development is taken. Computable general equilibrium models, based on social accounting matrices, are used to explore the performance of a variety of developing countries. Among the topics explored are: impact of structural adjustment and stabilization policies on growth, equity and internal and external equilibrium; sectoral interrelationship and interdependence through the growth process. Critical review and evaluation of national, sectoral and regional development models built for such developing countries as India, Brazil, Indonesia and Ecuador.

**ECON 672 Economics of Development**

Fall. 4 credits. Prerequisites: first-year graduate economic theory and econometrics.

Analytical approaches to the economic problems of developing nations. Topics to be covered include: some old and new directions in development economics thinking, the welfare economics of poverty and inequality, empirical evidence on who benefits from economic development, labor market models, project analysis with application to the economics of education, and development policy.

**[ECON 673 Economic Development]**

Fall or spring. 4 credits. Prerequisites: Economics 509 and 520. Not offered 1996-97.

The course is concerned with theoretical and applied works that seek to explain economic development, or lack thereof, in countries at low-income levels. Specific topics vary each semester.]

**ECON 674 Economic Systems**

Spring. 4 credits.

The course deals with economic systems, with the formerly centrally planned economies, and with the economies in transition.

**[ECON 675 Comparative Economic Organization and Institutions]**

Spring. 4 credits. Prerequisites: Economics 314 and 351-352 or equivalent. Not offered 1996-97.

This course addresses problems of coordination, management, finance, and organizational structure in firms and, to some extent, economies. It covers topics such as coordination mechanisms for production activity, problems arising in the control of subordinate agents' behavior, decision making within firms, internal firm organization, financial institutions and loan contracts, and the market for firm control. Course material draws from literature on mechanism design and from the fields of industrial organization, finance, and comparative systems.]

**[ECON 678 Economic Growth in Southeast Asia]**

Fall or spring. 4 credits. Not offered 1996-97.]

**[ECON 681 Economics of Participation and Self-Management]**

Fall. 4 credits. Prerequisites: Economics 101-102, or permission of instructor. Not offered 1996-97.

For description see Economics 381. Economics 681 is given on a more advanced graduate level.]

**[ECON 682 Seminar on Economics of Participation and Labor-managed Systems]**

Fall. 4 credits. Not offered 1996-97.]

**ECON 684 Seminars in Advanced Economics**

Fall and spring. 4 credits.

## ENGLISH

J. Culler, chair; R. Gilbert, director of undergraduate studies (255-3492); D. Fried, director of graduate studies (255-7989); D. Mermin, director of honors program; B. B. Adams, A. R. Ammons, J. P. Bishop, A. Boehm, F. V. Bogel, L. Bogel, Laura Brown, Lois Brown, C. Chase, B. Correll, J. Culler, S. Davis, D. Eddy, L. Fakundiny, R. T. Farrell, A. Galloway, K. Gottschalk, E. Hanson, L. Herrin, T. D. Hill, M. Hite, M. Jacobus, P. Janowitz, B. Jeyifo, C. V. Kaske, M. Koch, C. S. Levy, A. Lurie, D. E. McCall, K. A. McClane, M. McCoy, H. S. McMillin, B. Maxwell, S. P. Mohanty, D. Moore, R. Morgan, H. Mullen, T. Murray, B. V. Olguín, R. Parker, J. Porte, E. Rosenberg, N. Saccamano, S. Samuels, P. Sawyer, D. R. Schwarz, M. Seltzer, K. Shanley, H. E. Shaw, S. Siegel, H. Spillers, G. Teskey, S. Vaughn, H. M. Viramontes, W. Wetherbee, S. Wong. Emeriti: M. H. Abrams, J. F. Blackall, A. Caputi, S. Elledge, R. Elias, P. Marcus, J. R. McConkey, S. Parrish, M. A. Radzinowicz, S. C. Strout

The Department of English offers a wide range of courses in English, American, and Anglophone literature as well as in creative writing, expository writing, and film. Literature courses focus variously on the close reading of texts, the study of particular authors and genres, questions of critical theory and method, and the relationship of literary works to their historical periods and to other disciplines. The department seeks not only to foster analytical reading and lucid writing but also, through the study of literary texts, to teach students to think about the nature of language, and to be alert to the rigors and pleasures of that ordinary and peculiar activity, reading.

Students who major in English develop their own programs of study in consultation with their advisers. Some focus on a particular historical period or literary genre; others combine sustained work in creative writing with the study of literature. Others pursue special interests in such areas as women's literature, Afro-American literature, literature and the visual arts, or critical theory.

There are also many ways for students informally to supplement their course work in English, by attending the frequent lectures and poetry readings sponsored by the department, or by writing for campus literary magazines.

## The Major

The Department of English recommends that its students prepare themselves for the English major by taking at least one introductory course. Freshmen interested in majoring in English are encouraged to take one of the following freshman seminars: The Reading of Fiction (English 270), The Reading of Poetry (English 271), Introduction to Drama (English 272). The courses concentrate on the skills basic to the English major and to much other academic work—responsive, sensitive reading and lucid, effective writing. English 270, 271, and 272, which may be used to satisfy the freshman writing seminar requirement, are open to all second-term freshmen. First-term freshmen with a score of 700 or above on the CEEB College Placement Tests in English composition or literature, or 4 or 5 on the CEEB Advanced Placement Examination in English, may enroll in English 270, 271, 272 as space permits (all students who have taken one freshman seminar are permitted to enroll in these courses as space permits).

English 201 and 202, a survey of major British writers, though not required for the major, are strongly recommended for majors and prospective majors because they afford an overview of the history of English literature, providing an introduction to periods, authors, and genres that allows students to make a more informed choice of advanced courses. The American Literary Tradition (English 275), Creative Writing (English 280 or 281), and the Essay in English (English 295) are especially suitable in preparation for the major.

## Course Requirements

Each major must complete with passing letter grades at least 36 credit hours in courses approved for the major. Students may count up to four courses for the major from the category entitled "200-level courses approved for the major." All English courses numbered 300 or above count toward the major. Of the 36 credits required for the major, 12 credits (three courses) must be taken in literature written before 1800. Students may also count toward the English major a maximum of 12 credits in courses in literature and creative writing, at the 300 level or above, given by such departments as Comparative Literature, Theatre Arts, foreign languages, the Africana Studies and Research Center, and the Society for the Humanities. Double majors may count courses at the 300 level or above taken in their other major toward these 12 credits if such courses are approved by their English department adviser as relevant to the study of literature. English majors may use the same courses to satisfy both Arts college distribution requirements and English major requirements.

English majors are required to complete, with passing letter grades, six credits of foreign language study in courses for which qualification is a prerequisite. These courses should be in the literature of the foreign language. (Advanced Placement credit DOES NOT fulfill this requirement, nor does the study of foreign literature in translation.) Majors are urged to complete this requirement by the end of their sophomore year, and those who enter Cornell without sufficient preparation should begin their language study at once.

## Honors

Prospective candidates for the degree of Bachelor of Arts with honors in English should

discuss their qualifications with the chair of the Honors Committee during the second semester of their sophomore year, at which time they may be provisionally admitted to the program. During their junior year, honors candidates take at least one honors seminar (English 491 or 492) to gain experience in scholarly research and composition of a long essay; they are strongly encouraged to take an additional 400-level course in the field in which they plan to concentrate. (Students planning to spend their junior year abroad should consult the chair of the Honors Committee before their departures if they wish to join the program when they return.)

As seniors, they enroll in a year-long tutorial (English 493 and 494) in which they work closely with a faculty member who supervises the writing of a scholarly honors thesis.

More information about the program may be found in the department's brochure for honors candidates, available in the department office.

## Courses for Nonmajors

For students not majoring in English, the department makes available a variety of courses at all levels. Some courses at the 200 level are open to qualified freshmen, and all of them are open to sophomores. Courses at the 300 level are open to juniors and seniors and to underclass students with permission of the instructor. The suitability of courses at the 400 level for nonmajors will vary from topic to topic, and permission of the instructor is required.

## Freshman Writing Seminars

As part of the Freshman Writing Program, the Department of English offers many one-semester courses concerned with various forms of writing (narrative, biographical, expository), with the study of specific areas in English and American literature, and with the relation of literature to culture. Students may elect any two of these courses during their first year to satisfy the Freshman Writing Seminar requirement. Descriptions of Freshman Writing Program offerings may be found in the Freshman Writing Program listings, available from college registrars in August for the fall term and in November for the spring term.

## Freshman Writing Seminars Recommended for English Majors

### ENGL 270 The Reading of Fiction

Fall, spring, each summer. 3 credits. Each section limited to 17 students. Freshman Writing Seminar. Recommended for prospective majors in English.

Forms of modern fiction, with emphasis on the short story and novella. Critical study of works by English, American, and Continental writers from 1880 to the present.

### ENGL 271 The Reading of Poetry

Fall, spring. 3 credits. Each section limited to 17 students. Freshman Writing Seminar. Recommended for prospective majors in English.

Designed to sharpen the student's ability to understand and respond to poetry, through readings in the major periods, modes, and genres of poetry written in English.

### ENGL 272 Introduction to Drama

Fall, spring. 3 credits. Each section limited to 17 students. Freshman Writing Seminar.

Students in this seminar study plays, older and newer, in a variety of dramatic idioms and cultural traditions. A typical reading list might include works by Sophocles, Shakespeare, Molière, Chekhov, Brecht, Miller, Williams, Beckett, and O'Casey. Course work consists of writing and discussion and the occasional viewing of live or filmed performances.

## Courses Primarily for Nonmajors

### ENGL 205 Readings in English and American Literature #

Fall. 3 credits. R. Farrell.  
English Literature to 1800: This course is intended for nonmajors, and is open to any student interested in literature and culture. Authors covered include Chaucer, Shakespeare, Jonson, Swift, and Pope. There will be a take-home midterm and final, both open book. Students will be strongly encouraged to follow their own interests.

### [ENGL 206 Readings in English and American Literature

3 credits. Not offered 1996-97.]

### ENGL 210 Medieval Romance: The Voyage to the Otherworld #

Fall. 3 credits. T. Hill.  
The course will survey some medieval narratives concerned with representative voyages to the otherworld or with the impinging of the otherworld upon ordinary experience. The syllabus will normally include some representative Old Irish otherworld literature; selections from *The Mabinogion*; selections from the *Lais* of Marie de France; Chretien de Troyes's *Erec*, *Yvain*, and *Lancelot*; and the Middle English *Sir Gawain and the Green Knight*. We will finish by looking at a few later otherworld romances such as selections from J.R.R. Tolkien. All readings will be in modern English. Requirements: three brief (two to three typed pages) papers and a final exam designed to test the students' reading.

### ENGL 227 Shakespeare #

Fall and spring. 3 credits. Limited to 25 students. Fall: S. Davis and C. Levy; spring: B. Adams.  
A critical study of representative plays from the principal periods of Shakespeare's career.

### ENGL 288-289 Expository Writing

Fall and spring. 3 credits. Each section limited to 16 students. Students must have completed their colleges' freshman writing requirements. S. Davis and staff.

English 288-89 offers guidance and an audience for students who wish to gain skill in expository writing. Each section provides a context for writing defined by a form or use of exposition, a disciplinary area, a practice, or a topic intimately related to the written medium. Course members will read in relevant published material and write and revise their own work regularly, while reviewing and responding to each other's. As these seminar-sized courses depend on members' full participation, regular attendance and submission of written work are required. Students and instructors will confer individually throughout the term. **English 288 does not satisfy requirements for the English major.**

Fall 1996:

Section 1.—Bright Lights, Big City: Young Adulthood and the Urban Experience—N. Revoyr

Section 2.—The Languages of Community—C. Carlson

Section 3.—The Essay: Personal to Public—D. E. Williams

Section 4.—Rights, Politics and the Constitution—H. Schweber

Section 5.—Understanding the Media—D. A. Williams

Section 6.—Writing in the Humanities—S. Davis

Section 7.—Issues and Audiences—B. LeGendre

Section 8.—Human Intelligence—D. Shapiro

**Spring 1997:** To be announced.

See English Department *Guide to Course Scheduling* for full fall and spring section descriptions.

## Creative Writing

Students usually begin their work in Creative Writing with English 280 or 281, and only after completion of the Freshman Writing Seminar requirement. Please note that either English 280 or English 281 is the recommended prerequisite for 300-level creative writing courses. English 280 and 281 may satisfy a distribution requirement in your college (please check with your college adviser). English 382-383, 384-385, and 480-481 are approved for the English major.

### ENGL 280-281 Creative Writing

Fall, spring, summer, and winter session. 3 credits. Prerequisites: completion of the Freshman Seminar requirement. Limited to 18 students.

An introductory course in the theory, the practice, and the reading of prose, poetry, and allied forms. Students are given the opportunity to try both prose and verse writing and may specialize in one or the other. Many of the class meetings are conducted as workshops. English 280 is not a prerequisite for English 281.

### ENGL 382-383 Narrative Writing

See complete course description in section headed Courses for Sophomores, Juniors, and Seniors.

### ENGL 384-385 Verse Writing

See complete course description in section headed Courses for Sophomores, Juniors, and Seniors.

### ENGL 480-481 Seminar in Writing

See complete course description in section headed Courses for Advanced Undergraduates.

## Expository Writing

### ENGL 381 Reading as Writing

See complete course description in section headed Courses for Sophomores, Juniors, and Seniors.

### ENGL 386 Philosophic Fictions

See complete course description in section headed Courses for Sophomores, Juniors, and Seniors.

[ENGL 387 **Autobiography: Memoir, Memory, and History**  
Not offered 1996-97.]

### ENGL 388-389 The Art of the Essay

See complete course description in section headed Courses for Sophomores, Juniors, and Seniors.

## 200-Level Courses Approved for the Major

Students may take up to four 200-level courses for credit toward the English major. Although courses numbered in the 200s are primarily for sophomores, some of them are open to qualified freshmen.

### ENGL 201-202 The English Literary Tradition #

201: Fall. 4 credits. W. Wetherbee. Open to undergraduates who have completed the freshman writing requirement. English 201 is not a prerequisite for 202. 201 may be used as one of the three courses before 1800 required of English majors.

Interpretation of major works ranging from *Beowulf* through Milton. Surveys Old English poetry, Chaucer, medieval romances, Spenser, Shakespeare, Renaissance lyric poetry, and Milton. Lectures and discussion sections.

202: Spring. 4 credits. P. Sawyer.

A survey of English literature from the Restoration through the twentieth century, including works by Dryden, Swift, Pope, Mary Wortley Montagu; the Romantic and Victorian poets; Wilde, Yeats and T. S. Eliot. Lectures and discussion sections.

### ENGL 203 Major Poets

Spring. 3 credits. R. Gilbert.

Intensive readings in the work of six or seven poets chosen to represent important periods, modes, and assumptions about the uses of poetry. Poets to be studied may include William Shakespeare, Andrew Marvell, Alexander Pope, John Keats, Emily Dickinson, Robert Browning, Gwendolyn Brooks.

### [ENGL 207 Introduction to Twentieth-Century Poetry

Spring. 3 credits. Not offered 1996-97.]

### [ENGL 212 An Introduction to Medieval Epic #

Spring. 3 credits. This course may be used as one of the three courses before 1800 required for the English major. Not offered 1996-97.]

### ENGL 240 Introduction to U.S. Latino Literature (also LSP 240 and SPANL 242)

Fall. 3 credits. B. V. Olguin.

It is estimated that by the year 2030, the Latino/a population in the United States will be the largest "minority group" in the country. This course seeks to introduce students to the growing body of literature across time, space, and genre, by the various U.S. Latino/a communities. Of particular interest are the manner and degree to which Latino/a literatures converge and diverge as they explore issues of "race," ethnicity, gender, sexuality, class, nationality, and identity in general, at a time when the American profile is increasingly becoming "latinized." Authors examined include Tomás Rivera, Alurista, Gloria Anzaldúa, Cherrie Moraga, Jesús Colón, Miguel Piñero, Nicolasa Mohr, Cristina García, Oscar Hijuelos, Julia Alvarez, Ruben Martinez and several others.

### [ENGL 242 Chicanos and Film: Representations of La Raza (also LSP 242 and SPANL 244)

4 credits. Not offered 1996-97.]

### [ENGL 243 Poetry and Politics in the Americas (also LSP 243 and SPANL 243)

4 credits. Not offered 1996-97.]

### ENGL 251 Twentieth-Century Women Novelists (also Women's Studies 251)

Spring. 4 credits. S. Samuels.

This course will be particularly concerned with questions about women's experience, perspective, and language raised by recent feminist criticism. We will read novels by Virginia Woolf, Louise Erdrich, Zora Neale Hurston, Jamaica Kincaid, Toni Morrison, and others. Assignments include two major papers, a research project, and a number of short in-class writings.

### ENGL 256 Gender, Desire, and Sentimental Fictions (also Comparative Literature 214)

Spring. 4 credits. E. Dillon.

For complete description, see Comparative Literature 214.

### [ENGL 260 Introduction to American Indian Literature

3 credits. Not offered 1996-97.]

### ENGL 262 Asian American Literature (also Asian American Studies 262 and American Studies 262)

Fall. 3 credits. Staff.

This course will introduce students to the wide range of writing by Asian Americans and to some critical issues concerning the production and the reception of Asian American texts. In reading through selected works of prose, poetry, and drama, we will be asking questions about the historical formation of Asian American identities and the problems of defining an Asian American literary tradition.

### ENGL 263 Studies in Film Analysis

Fall and spring. 4 credits. Enrollment limited to 20 students. Preference given to English majors. L. Bogel.

Fall: Special topic: **Interpreting Hitchcock.** Through detailed analysis of about at least fifteen of Hitchcock's major films—from British silents such as *The Lodger* and the British talkies of the 30s (*The Thirty-Nine Steps*) to the early 40s work in Hollywood (*Spellbound*, *Notorious*), and major American films of his later period (*Rear Window*, *The Birds*)—we will consider Hitchcock as a major technical and stylistic innovator in the history of cinema. As texts for psychoanalytic and feminist approaches to study, his films invite questions about film language, the ethics of spectatorship, and the nature of desire and sexuality. Frequent short essays and viewing exercises encourage students to engage through their writing the course's critical concerns. **Students must be free to attend regular evening screenings and video showings of the films once or twice a week. Lab fee.**

Spring: Special topic: **Interpreting Melodrama and the Woman's Film of the 40s and 50s.**

With some attention to melodrama's roots in nineteenth-century fiction and theatre and in twentieth-century women's fiction and popular Freudianism, we will work to define Hollywood's melodrama as both a genre and a way of viewing the world. Psychoanalytic and feminist analyses of melodrama will help us pose larger questions about gender and culture, about gendered spectatorship, about the relation of these films to American culture, about Hollywood's changing constructions of "woman," the "maternal," and the "feminine," and questions about desire, pleasure, fantasy, and ideology in relation to the melodramatic

heroine. Required weekly, evening screenings of such films as: *Picnic; Now, Voyager; Rebecca; Mildred Pierce; The Women; Imitation of Life; Gilda; Leave Her to Heaven; Gaslight.* Regular critical readings, frequent viewing questions, two longer essays, no exam. **Students must be free to attend regular evening screenings and video showings of the films once or twice a week. Lab fee.**

### [ENGL 265 Contemporary African American Literature

3 credits. Not offered 1996-97.]

### [ENGL 267 American Literary Identities: Nineteenth Century (also American Studies 267) #

3 credits. Not offered 1996-97.]

### [ENGL 268 The Culture of the 1960s

4 credits. Not offered 1996-97.]

### [ENGL 269 Topics in American Indian Literatures

4 credits. Not offered 1996-97.]

### ENGL 274 Scottish Literature and Culture #

Fall. 4 credits. Enrollment limited to 20 students. This course may be used as one of the three pre-1800 courses required of English majors, but nonmajors are welcome. H. Shaw and T. Hill.

Scotland was an independent kingdom during most of its history. Although it is now politically united with England, it preserves its cultural distinctiveness. This course provides an introduction to Scottish literature and its cultural context. We will focus on important Scottish literary texts, with special emphasis on the medieval period and the eighteenth and nineteenth centuries. In addition, we will provide something of an introduction to Scottish history and to nonliterary expressions of Scottish culture (such as music and painting). The course should appeal to those who wish to learn more about their Scottish heritage, to those who wish to view in a new perspective works normally considered monuments of "English" literature, and to those who simply wish to know more about a remarkable culture and the literature it produced. Some of the texts will be read in Scots, but no familiarity with Scots or earlier English will be presumed. Authors studied will include Henryson, Dunbar, Anonymous (the Scottish Ballads), Hume, Burns, Scott, Hogg, Stevenson, and Grassie Gibbon.

### ENGL 275 The American Literary Tradition (also American Studies 275)

Fall, spring. 3 credits. Recommended for prospective majors in American Studies.

Fall: B. Maxwell; spring: J. Bishop.

The problem of an American national literature is explored through the reading, discussion, and close analysis of texts across the range of American literary history. Not a survey, this course focuses on the relations of the texts to each other, the shaping of national identities in those relationships, and the assumptions about history, language, and the self that underlie them.

### [ENGL 277 Folklore and Literature

4 credits. Not offered 1996-97.]

### [ENGL 279 Lesbian Personae (also Women's Studies 279)

4 credits. Not offered 1996-97.]



**[ENGL 285 Art, Archaeology, and Analysis (also Engineering 185, MS&E 285, Physics 200, Archaeology 285, Art 372 and NS&E 285)]**

3 credits. Not offered 1996-97.]

**ENGL 291 American 1920s: Literature and Culture (also American Studies 291)**

Spring. 4 credits. B. Maxwell.

The course will take a broad approach to the cultural activities of the decade that followed the First World War and preceded the Great Depression. Topics will include the new motives, forms, and audiences of fiction and poetry; literary realism under duress; the Harlem Renaissance; postwar blues and the influenza epidemic; suffragist politics and the New Woman; *Fugitive* revanchism; the masses as a matter for intellectual scrutiny; Fordism; the Red Scare, nativism, and the fear of anarchy; marketplace phantasmagoria; the cultures of radio, children's illustrated books, popular song and jazz. We will ask: what made for aesthetic radicalism and political radicalism in the period; what were the relations of pleasure and labor; how differentiated was the self-consciousness of the "lost generation"; and what appear to be the legacies of the decade? Readings will include essays by Randolph Bourne, Margaret Sanger, Walter Lippmann, W.E.B. DuBois, and Lewis Mumford; fiction by Jean Toomer, Ernest Hemingway, Sherwood Anderson, Dorothy Parker, Nella Larsen, John Dos Passos, Samuel Ornitz, Sinclair Lewis, Dashiell Hammet, and perhaps even F. Scott Fitzgerald; and poetry by Pound, Eliot, Williams, H.D., Langston Hughes, Hart Crane, Vachel Lindsay, Marianne Moore, and Louis Zukofsky.

**ENGL 295 The Essay in English #**

Spring. 4 credits. Prerequisite: completion of freshman seminar requirement.

This course may be counted as one of the three pre-1800 literature courses required of English majors. L. Fakundiny.

What is an essay and what is it for? How does it work as prose discourse, as a text of the self? Impelled by such generic questions and others raised by Montaigne's French *Essais* (1588), this course explores the invention of the essay in English during the sixteenth and seventeenth centuries and its flowering in the periodicals and magazines of the eighteenth and nineteenth centuries. Readings include selections from the work of Bacon, Cornwallis, Donne, Earle, Cowley, Temple, Swift, Addison, Steele, Johnson, Franklin, Goldsmith, Lamb, Hazlitt, Irving, and DeQuincey. Essays by earlier writers are matched rhetorically and/or thematically with readings from more recent practitioners of the genre including Dubois, Woolf, Orwell, Welty, Baldwin, Selzer, Ozick, Achebe, Didion, S. Naipaul, Dillard, Sanders, and others. This is a course for students interested in reading essays and in thinking about how this nonfiction prose genre developed and how it works. No special background in literary history is assumed.

**Courses for Sophomores, Juniors, and Seniors**

Courses at the 300 level are open to sophomores, juniors, and seniors and to others with the permission of the instructor.

**ENGL 302 Literature and Theory (also English 702 and Comparative Literature 302 and 702)**

Fall. 4 credits. J. Culler.

Study of issues in contemporary theoretical debates, with particular attention to structuralism, deconstruction, psychoanalysis, and feminism. Readings by Barthes, Derrida, Foucault, B. Johnson, J. Rose, and others. No previous knowledge of literary theory is assumed.

**[ENGL 308 Icelandic Family Sagas #**

4 credits. Limited to 30 students. Not offered 1996-97.]

**[ENGL 310 Old English Literature in Translation #**

4 credits. This course may be used as one of the three courses before 1800 required for the English major. Not offered 1996-97.]

**[ENGL 311 An Introduction to Early Medieval Archaeology and Culture (also Archaeology 311, English 603) #**

4 credits. Not offered 1996-97.]

**ENGL 319 Chaucer #**

Fall. 4 credits. This course may be used as one of the three courses before 1800 required of English majors. A. Galloway.

This course will introduce the major (and some minor) works of Geoffrey Chaucer, perhaps the greatest satirist and among the greatest love poets in the language. Close study of his poetry and the Middle English in which he wrote will be supplemented by lectures and discussions of his life, society, literary background, and religious context. Requirements are presentations, two papers, and a final examination. No background in Middle English is required.

**ENGL 321 Spenser and Malory #**

Fall. 4 credits. Limited to 45 students.

This course may be used as one of the three pre-1800 courses required of English majors. C. Kaske.

Paired selections covering about half of Malory's *Morte d'Arthur* and half of Spenser's *Faerie Queene*. Chretien's romances, *Sir Gawain and the Green Knight*, and some of Spenser's minor poems will be mentioned occasionally as background. Comparisons will assess possible literary influence, the distinctive genius of each author as a writer of romance, and the development of Arthurian romance from the Middle Ages to the Renaissance. Informal lecture and discussion. Two papers, no exams.

**ENGL 322 The Seventeenth Century #**

Spring 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. B. Adams.

English poetry, prose, and drama from the Jacobean, Caroline, and Commonwealth periods (1603-1660). Readings from Shakespeare, Bacon, Jonson, Donne, Herbert, Herrick, Marvell, Milton, and others, with attention to political and cultural contexts as well as literary analysis and problems of interpretation.

**[ENGL 325 The Culture of the Renaissance II (also Comparative Literature 362, and History 364) #**

4 credits. Not offered 1996-97.]

**ENGL 327 Shakespeare #**

Spring. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. C. Levy.

A survey of representative Shakespearean drama designed to illustrate the range of the playwright's artistic achievement.

**ENGL 329 Milton #**

Fall. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. G. Teskey.

An introduction to the life, poetry, and thought of John Milton.

**ENGL 330 Restoration and Eighteenth-Century Literature #**

Spring. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. N. Saccamano.

Close reading of texts in a variety of genres (poetry, fiction, drama, autobiography) will be guided by such topics as the nature of satire, irony, and mock-forms; the languages of the ridiculous and the sublime; the authority and fallibility of human knowledge; connections among melancholy, madness, and imagination. Works by such writers as Rochester, Dryden, Swift, Gay, Defoe, Johnson, Boswell, Sterne, and Cowper.

**ENGL 333 The Eighteenth-Century English Novel #**

Fall. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. R. Bogel.

A study of form and theme in the British novel tradition. The course focuses on representative novels mostly from the eighteenth century, paying close attention to language and structure but also to cultural contexts and to the development of the novel form itself. We explore such topics as truth and fiction; romance, realism, satire, and the gothic; heroic and mock-heroic modes; sentiment, sensibility, and sexuality; race and gender; and the forms and uses of narrative. Readings may include Cervantes' *Don Quixote*, Behn's *Oroonoko*, Defoe's *The Journal of a Plague Year*, Richardson's *Pamela: or Virtue Rewarded*, Fielding's *Joseph Andrews*, Cleland's *Memoirs of a Woman of Pleasure*, Johnson's *Rasselas*, Walpole's *The Castle of Otranto*, Sterne's *Tristram Shandy*, Mackenzie's *The Man of Feeling* and Austen's *Pride and Prejudice*.

**ENGL 337 Contemporary American Theatre**

See Theatre Arts 339 for description.

**ENGL 340 The English Romantic Period #**

Fall. 4 credits. R. Parker.

Readings in various writers from the late 1780s through the 1820s—among them Blake, Burke, Wordsworth, Wollstonecraft, Coleridge, Byron, Mary Shelley, Percy Shelley, and Keats—with major emphasis on poetry but substantial collateral attention also to prose fiction, drama, letters, and criticism. The course will be concerned as much with formal experiments in narrative, lyric, and dramatic representation as with political and cultural contexts in an age of national reform and international revolution.

**[ENGL 345 The Victorian Period #**

4 credits. Not offered 1996-97.]

**[ENGL 348 The Female Literary Tradition (also Women's Studies 348) #**

4 credits. Not offered 1996-97.]

**ENGL 349 Readings in Feminist Literary Theory**

Spring. 4 credits. M. Hite.  
We'll be looking at the development of feminist theories of language and literary practice and especially at conflicts among competing accounts, with some attention to seminal (I use the word advisedly) essays by Lacan and Foucault. Writers include Fetterley, Showalter, and Gilbert and Gubar, Irigaray, Kristeva, Hooks, deLauretis, Gallop, Miller, and Butler.

**ENGL 350 The Early Twentieth Century (to 1914)**

Fall. 4 credits. D. Schwarz.  
Critical study of major works by Hardy, Conrad, Lawrence, Joyce, Woolf, Eliot, Yeats, Hopkins, Wilde, Wallace Stevens and others. While the emphasis will be on close reading of individual works, we shall place the authors and works within the context of literary and intellectual history. The course will seek to define the development of literary modernism (mostly but not exclusively in England), and relate literary modernism to other intellectual developments, including those in painting and sculpture, especially the works of Picasso, Rodin and Matisse.

**[ENGL 353 Postcolonial Literature**

4 credits. Not offered 1996-97.]

**[ENGL 354 The British Modernist Novel**

4 credits. Not offered 1996-97.]

**[ENGL 355 Decadence (also Women's Studies 355)**

4 credits. Not offered 1996-97.]

**ENGL 358 Twentieth-Century Experimental Fiction by Women (also Women's Studies 358)**

Fall. 4 credits. M. Hite.  
With only a few exceptions, the works of fiction that we associate with the two great avant-garde movements of the twentieth-century, modernism and postmodernism, were written by men. Does this mean that women writers prefer traditional modes of narration or are uneasy with innovation or have some sort of innate or acculturated affinity with realism or naturalism? This seminar will examine the cultural contexts that may bias readers against seeing what is genuinely new and exciting in works by female authors, as well as ways that the works themselves may or may not resemble works by acknowledged experimental writers who are men — the difference that sexual differences may make. Writers include Virginia Woolf, H.D. (Hilda Doolittle), Djuna Barnes, Doris Lessing, Toni Morrison, and Margaret Atwood.

**[ENGL 360 The Esthetes and Their Critics #**

4 credits. Not offered 1996-97.]

**ENGL 361 Early American Literature (also American Studies 361) #**

Fall. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. J. Porte.  
American writing from the 1630s to the 1830s, including prose and poetry of the Puritans, Edwards, Franklin, Crèvecoeur, Equiano, Jefferson, Rebecca Rush, Irving, Bryant, Cooper, and the early work of Poe, Hawthorne, and Emerson.

**ENGL 362 The American Renaissance (also AM ST 362) #**

Spring. 4 credits. D. Fried.  
The florescence of literary culture in New England and elsewhere, in a range of modes, including poetry, essays, travel writings, sketches, novels, journals, memoirs, reviews, public speeches, and personal letters. Readings in Poe, Hawthorne, Emerson, Thoreau, Whitman, Melville, and Dickinson, with some attention to figures now considered "minor" or chiefly of historical interest, but who were central to the nineteenth-century literary scene, such as Lowell, Longfellow, Whittier, Stowe, Alcott, and Margaret Fuller. As time permits, related topics as contexts for literature: painting and photography, the growth and design of American cities, domestic architecture, responses to the Civil War, cross-Atlantic influences.

**ENGL 363 The Age of Realism and Naturalism**

Spring. 4 credits. M. Seltzer.  
The literary expression of new attitudes toward American society and culture between the Civil War and the First World War. We will read a sequence of representative instances, chiefly fictional or historical, selected from the work of such authors as Whitman, Twain, Howells, Cable, H. James, W. James, Crane, Wharton, H. Adams, S. O. Jewett, Dreiser, and Cather.

**[ENGL 364 American Literature between the Wars (also American Studies 364)**

4 credits. Not offered 1996-97.]

**ENGL 366 The Nineteenth-Century American Novel (also American Studies 366) #**

Fall. 4 credits. Enrollment limited to 65 students. D. McCall.

A study of the American fiction in its first flowering, this course will include such major works as Hawthorne's *The Scarlet Letter*, Melville's *Moby-Dick*, James's *The Portrait of a Lady*, and Mark Twain's *Adventures of Huckleberry Finn*.

**[ENGL 367 The Modern American Novel (up to WW II)**

4 credits. Not offered 1996-97.]

**ENGL 369 Survey in African American Literature to 1917 (also AM ST 369)**

Spring. 4 credits. Lois Brown.  
In this course we will read poetry, drama, fiction, and non-fiction produced by African American writers of the eighteenth, nineteenth, and early twentieth centuries. Readings may include the following: poetry by Paul Laurence Dunbar, Phillis Wheatley, and James Monroe Whitfield; narratives by Frederick Douglass, Elizabeth Keckley, Harriet Wilson, and Harriet Jacobs; novels by William Wells Brown, Pauline Hopkins, Sutton Griggs and James Weldon Johnson; short stories by Charles Chesnutt, Frances Harper, and Alice Dunbar-Nelson; drama by Pauline Hopkins; and essays by Anna Julia Cooper, W.E.B. DuBois and Ida B. Wells. Selected texts may include *Autobiography of an Ex-Coloured Man*, *Clotel*, *Contending Forces*, *My Bondage and My Freedom*, *Our Nig*, *The House Behind the Cedars*, *The Souls of Black Folk*, *Sport of the Gods* and *Up From Slavery*.

**ENGL 370 Nineteenth-Century English Novel (also Women's Studies 370) #**

Spring. 4 credits. E. Hanson.  
Nineteenth-century novels are notorious for their marriage plots, narratives that presume that marriage or suicide is the only fate appropriate for women; nevertheless, the best of these novels offer rich insights into the psychology and social condition of women, as well as complex meditations on the social dynamics of sexuality and gender. Furthermore, the Victorian period saw an efflorescence of great literature written by women, especially in the genre of the novel. We will discuss the relationship of gender to language and literary forms, to reading and writing as a practice, to the politics of marriage and family life, to capital and property, and to the rhetoric of love and sexual desire. We will focus on a few of the most memorable heroines of the period as they appear in the novels of Jane Austen, Charlotte Brontë, Leo Tolstoy, Gustave Flaubert, George Eliot, Thomas Hardy, and Kate Chopin.

**ENGL 371 American Poetry to 1950 (also American Studies 371)**

Fall. 4 credits. R. Gilbert.  
A critical examination of the American poetic tradition, particularly as it evolves from Emerson. Poets to be considered will include Walt Whitman, Emily Dickinson, Robert Frost, Ezra Pound, William Carlos Williams, Wallace Stevens, T.S. Eliot, Marianne Moore, H.D., Langston Hughes, and Hart Crane.

**[ENGL 372 English Drama to 1700 (also Theatre Arts 372) #**

Fall. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. Not offered 1996-97.]

**ENGL 373 English Drama from 1700 to the Present (also THETR 373)**

Spring. 4 credits. S. McMillin.  
The modern side of English drama, from the Restoration to contemporary plays. Writers include Aphra Behn, William Congreve, R.B. Sheridan, P. B. Shelley, Bernard Shaw, and Caryl Churchill. Emphasis on drama as a performed event as well as a literary text.

**ENGL 374 Nineteenth-Century American Women Writers (also Women's Studies 374 and American Studies 374) #**

Spring. 4 credits. Lois Brown.  
In this cross-cultural examination of nineteenth-century American women writers, we will contrast a variety of nineteenth-century works of fiction, political/feminist manifestos, and slave narratives. We will investigate the ways in which these writers used their texts to construct culturally valuable and authentic selves. We will also consider tensions between "sentimental" idealism and political pragmatism, passionless femininity and expressed sexuality, restrictive domesticity and dangerous but vital autonomy. Readings will include works by authors such as Louisa May Alcott, Lydia Marie Child, Kate Chopin, Fanny Fern, Pauline Hopkins, Emma Dunham-Kelley, Frances Harper, Catherine Maria Sedgwick, Harriet Beecher Stowe, and Harriet Wilson.

**ENGL 377 Gay Fiction (also Womns 376)**

Fall. 4 credits. E. Hanson.  
This course offers an overview of male homoerotic narratives in literature and film. We will examine a number of texts from different historical and cultural sources to discuss the literary and cinematic construction

of desire between men. The course is organized around the various personae who have been the most influential historical paradigms for the articulation of modern gay identity. Topics for discussion will include Platonic and Christian idealism, sublimation, sexual encoding, the gay outlaw, decadence, psychoanalysis, AIDS, and desire and identification across race, class, generation, and sexual orientation. We will discuss texts by Plato, Christopher Marlowe, Sigmund Freud, Thomas Mann, Tennessee Williams, Jean Genet, Manuel Puig, Alan Hollinghurst, Caryl Churchill, and Tony Kushner, as well as films by Pier Paolo Pasolini, Derek Jarman, Pedro Almodóvar, Rosa von Praunheim, Todd Haynes, and Marlon Riggs, among others. Attendance at weekly film screenings is required. Nominal lab fee.

### ENGL 381 Reading as Writing

Fall. 4 credits. Course limited to 15 students. Prerequisite: permission of the instructor on the basis of a writing sample (critical/interpretive prose), which should reach the instructor by the first day of class. S. Davis.

This course practices and studies related arts: reading selected 19th- and 20th-century prose fictions and poems and writing interpretive essays about them—but also, writing as a reader of one's own work and revising in the light of others' responses to it. Course members will work with a fairly small number of texts and build sustained essays from shorter (written) "readings" of them. These texts come in pairs or clusters including, for 1996, Marilynne Robinson's *Housekeeping* and poems of Wordsworth; Vladimir Nabokov's *Lolita*, poems and stories of Poe, and Freud's *The Wolf Man*; Doris Lessing's *Memoirs of a Survivor* and J. M. Coetzee's *Waiting for the Barbarians*. Students will present their work to the group at various stages of completion and develop a portfolio of well-crafted prose for submission at the end of the term. With the help of a few theorists of reading and literary reception, they will also pay conscious attention to the ways in which both critical readers and creative writers "rewrite" the texts they read. This is a course for English majors and non-majors who wish to extend their mastery of critical and interpretive prose and their understanding of what they do when they write it. It will be advantageous for students planning to write honors theses in English or another discipline.

### ENGL 382-383 Narrative Writing

Fall, 382; spring, 383. 4 credits each term. Each section limited to 15 students. Students are encouraged to take English 280 or 281. Prerequisite: permission of instructor, normally on the basis of a manuscript. Fall: Sec. 1, M. McCoy; sec. 2, H. M. Viramontes; sec. 3, D. McCall; sec. 4, E. Hardy. Spring: L. Herrin, M. Koch, E. Rosenberg.

The writing of fiction; study of models; analysis of students' work.

### ENGL 384-385 Verse Writing

Fall or summer, 384; spring, 385. 4 credits each term. Each section limited to 15 students. Prerequisites: English 280 or 281 and permission of instructor. Fall: Sec. 1, P. Janowitz; sec. 2, K. McClane. Spring: K. McClane, J. Brehm.

The writing of poetry; study of models; analysis of students' poems; personal conferences.

### ENGL 386 Philosophic Fictions

Spring. 4 credits. Permission of the instructor. Students wishing to enter the course should furnish the instructor with a writing sample before the start of the term. S. Davis.

"Fictions" of voice, audience, plot, point of view, figurative language, and thought—abound in good expository writing; they stand out in works that deliberately test and play with ideas: dialogues, satires, parodies, parables, philosophic tales, and "thought-experiments." Students will write critically about such works and the issues they raise and will experiment with writing in similar forms. The "fictions" read and written in this course are not conventional realistic narratives or evocations of personal experience; they are the vehicles and animating resources of writers who want to argue flexibly, provoke thought, ridicule vice or folly, play games, answer questions, or involve readers in pleasingly or disturbingly insoluble problems. Readings will include such works as Plato's *Gorgias*, Swift's "Modest Proposal," Voltaire's *Candide*, Carroll's *Alice* books, short fictions by Borges and Octavia Butler, essays by Richard Rorty and Anthony Appiah, selections from Wittgenstein's *Philosophical Investigations*, and Stoppard's *Dogg's Hamlet, Cahoot's Macbeth*.

### [ENGL 387 Autobiography: Memoir, Memory and History

4 credits. Not offered 1996-97.]

### ENGL 388-389 The Art of the Essay

4 credits. Limited to 15 students.

**Prerequisite: permission of instructor on the basis of one or more pieces of recent writing (prose) submitted before beginning of term, preferably at pre-registration time.** 388: fall:

C. Levy; 389: spring: L. Fakundiny.

388: For both English majors and non-majors who have done well in freshman writing seminars or in such courses as English 288-289, and who desire intensive practice in writing essays. Particular, but not exclusive, emphasis on expository techniques of analysis and persuasion. **Interested students should submit writing samples to the instructor before the beginning of term, preferably during Course Scheduling.** C. Levy.

389: **Interested students should submit one or more pieces of recent writing (prose) to the instructor before the beginning of the term, preferably at pre-registration.** L. Fakundiny.

For both English majors and non-majors who have done distinguished work in freshman writing seminars and in such courses as English 280-281, 288-289, and who desire intensive practice in writing personal essays. The course assumes a high degree of self-motivation, a capacity for independent work, and critical interest in the work of other writers; it aims for a portfolio of nonfiction prose that is conceptually rich and stylistically polished.

### ENGL 391 Irish Studies: Since the Eighteenth Century

Fall. 4 credits. S. Siegel.

Organized opposition to English rule emerged in the South of Ireland in the mid-nineteenth century. In the North, arguments were consolidated for remaining within the United Kingdom. This introductory course is organized around a sequence of episodes in the unfolding awareness of divisions within

Ireland and of the vexed relations between England and Ireland. Readings will be drawn chiefly from documents in the political and social history of Ireland and from the artworks—poetry, prose, drama, painting and music—that form part of this history. Topics will include: the Young Ireland Movement; the formation of the United Republican Irishmen; the Poets of '48; the De-Anglicization of Ireland; the "Irish Renaissance"; the Abbey Theatre; the Irish in England. Authors will include Hubert Butler, William Carleton, Thomas Davis, Charles Gavan Duffy, Maria Edgeworth, Jane Elgee, Lady Augusta Gregory, John Hewitt, Douglas Hyde, James Joyce, Samuel Lover, Charles Stewart Parnell, G. B. Shaw, J. M. Synge, Oscar Wilde, W. B. Yeats. Weekly lectures and some sections.

### [ENGL 395 Video: Art, Theory, Politics (also Theatre Arts 395)

4 credits. Not offered 1996-97.]

## Courses for Advanced Undergraduates

Enrollment in courses at the 400 level is generally limited by prerequisite or permission of the instructor.

### ENGL 402 Literature as Moral Inquiry

Fall. 4 credits. S. Mohanty.

What can literary works, especially novels and short stories, tell us about moral issues? Should they be seen as suggesting a form of moral inquiry similar to the kind of philosophical discussion we get in, say, Aristotle's *Nicomachean Ethics*? Do they deal with the same range of issues? Can reading philosophical works in ethics together with novels that deal with similar themes help us understand these themes better? This course is an attempt to answer these questions. We will read selections from key texts in moral philosophy, including works by Aristotle, Kant, Marx, Nietzsche, and Rawls. Our attempt will be to use these works to help us understand the nature of moral debate and inquiry in novels like Eliot's *Middlemarch*, James's *Portrait of a Lady*, Morrison's *Beloved*, Woolf's *Mrs. Dalloway*, Conrad's *Heart of Darkness*, Achebe's *Things Fall Apart*, and Handke's *The Left Handed Woman*. Other writers we will most probably read include Nadine Gordimer, Doris Lessing, Salman Rushdie, and Kazuo Ishiguro. The emphasis will be on close reading, with particular attention to the relationship between formal elements (such as the use of narrative techniques) and the moral questions the texts organize and explore. Assignments include two papers and a journal.

### [ENGL 403 Studies in American Poetry

4 credits. Not offered 1996-97.]

### ENGL 404 History Into Fiction: Nazis and the Literary Imagination (also COM L 404, and GER ST 414)

Fall. 4 credits. E. Rosenberg.

The twelve years of Hitler's rule remain the most critical, "longest" years of the century. We shall read some seven or eight texts by Anglophone and Continental novelists (and a few playwrights and poets) that explore salient features of the regime: Weimar and Hitler's rise to power (e.g., Mann's "Mario and the Magician," Brecht's *Arturo Ui*, Faulkner's "Percy Grimm," Isherwood's *Goodbye to Berlin*); civilian life in Nazi Germany (Brecht's "Jewish Wife" and other one-acters, Grass's *Tin Drum*); World War II and the Occupation of Europe (Camus's *The Plague*, Boell's short

fiction, Anne Frank's *Diary*); the persecution of European Jews and the genocide (e.g., Sartre's "Childhood of a Leader," Weiss' *The Investigation*, Borowski's *This Way for the Gas*, Spiegelman's *Maus I* or *Maus II*, lyrics by Celan, Nelly Sachs, Anthony Hecht). Brief ancillary selections by historians and memorialists (Arendt, Primo Levi, Bettelheim). Two papers; no exam. Limited to 25.

**[ENGL 405 The Politics of Contemporary Criticism**

4 credits. Not offered 1996-97.]

**ENGL 407 The Geography of Race (also ENGL 637, Society for Humanities 421)**

Spring. 4 credits. S. Wong.

For complete description, see S HUM 421.

**ENGL 408 Poetry of the 1990s (also COM L 408, GER ST 473)**

For description, please see COM L 408.

**ENGL 411 Introduction to Old English (also English 611) #**

Fall. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. T. Hill.

Why take "Old-English"? A reason for anyone to consider a course in the earliest extant English literature and language is that it will expand your scope in considering later forms of the English language and subsequent literary genres. Old English elegies, for instance—the complaints of solitary, history-burdened men and women—are important parts of the entire tradition of lyric poetry; dream poetry in English also begins here; so does English epic and mini-epic.

Especially in the first few weeks we will attend primarily to the language; from the beginning, however, cultural and literary issues will be brought to bear on the details of language, rhetoric, and narrative form. We will spend the balance of the course translating and discussing poetry and prose. No prerequisites; daily translation, a midterm, a final, and a short paper or some other appropriate project are required.

**ENGL 412 Beowulf (also English 612) #**

Spring. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. A. Galloway.

A close reading of *Beowulf*. Attention will be given to relevant literary, cultural, and linguistic issues. One semester's study, or the equivalent, of Old English is a prerequisite.

**[ENGL 413 Middle English (also English 613)**

4 credits. Not offered 1996-97.]

**ENGL 416 Chaucer and the Politics of Love #**

Spring. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. W. Wetherbee.

The course will be organized around a reading of Chaucer's great narrative poem *Troilus and Criseyde*, in the context of late-medieval English social and sexual politics. Readings will include classical and medieval love-lyric and romance; Ovid's *Art of Love*; and medieval theorists of sexual and romantic love. Requirements for the course will include some practice in reading Chaucer aloud, one or two in-class presentations, two short writing exercises and a term-paper.

**ENGL 417 Early Medieval Archaeology and Literature (Also ENGL 617, Archeo 417, & 617)**

Spring. 4 credits. Permission of the professor is required, and the number of students will be limited to fifteen. This course may be used as one of the three pre-1800 courses required of English majors. R. Farrell.

This course will begin with early Christian England, and will deal primarily with the period 600-circa 1,000. No culture exists in isolation, so the influence both of Irish and Scandinavian culture will also be examined. Students will do frequent oral reports and a take home mid-term. Undergraduates will do either a final exam or a research paper, and graduates will do both. The course will have a most unusual element, for the Metropolitan Museum of Art has agreed to loan us a number of early medieval artifacts for study; this hands on experience will take place in the study gallery of the Herbert F. Johnson Museum of Art.

**[ENGL 418 Literature and Institutions, 1350-1500 (also ENGL 618) #**

4 credits. Not offered 1996-97.]

**[ENGL 423 Seventeenth-Century Lyric #**

4 credits. Not offered 1996-97.]

**ENGL 425 Elizabethan and Jacobean Drama #**

Fall. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. B. Adams.

Major comedies, tragedies, and tragicomedies by Shakespeare's principal contemporaries: Christopher Marlowe, John Lyly, Thomas Kyd, Ben Jonson, John Marston, John Webster, Thomas Middleton, John Fletcher, John Ford, and others.

**ENGL 427 Shakespeare #**

Spring. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors.

**Spring: Shakespearean Tragedy.**

G. Teskey.

We will follow the development of Shakespeare's tragic art from its relatively naive beginnings to the artistic and psychological crisis of *Hamlet* and thence to the supreme achievement of the mature tragedies. Plays to be read are the three parts of *Henry VI*, *Richard III*, *Titus Andronicus*, *Richard II*, *Julius Caesar*, *Hamlet*, *Othello*, *King Lear*, *Macbeth*, *Antony and Cleopatra*, and *Coriolanus*. Shakespeare's contemporaries and competitors, Kyd, Marlowe, and Jonson will be considered, as well the political context of Shakespeare's tragic writing, in particular the trial and execution of Essex. Attention will be paid to such technical matters as staging, structure, character, and versification, but with the purpose of discovering how Shakespeare continually sets himself new, and increasingly difficult, problems. We will consider how these problems become, in Shakespeare's hands, instruments for exploring sensational experiences (such as cruelty and eroticism) that lie at the boundaries of social and ethical order. Some attention will be given to the theory of tragedy, with readings from Aristotle, Hegel, Nietzsche, Bradley, Frye, and Girard. Prerequisite: English 327 or equivalent.

**ENGL 428 Fictions of Change: Shakespeare, Scott, Achebe (also Comp. Lit 438).**

Fall. 4 credits. Limited to 20. Non-majors are welcome. H. Shaw.

How do people from different ages and cultures deal with sweeping social and political changes? When change seems irresistible, does this alter our sense of what it means to be human, by eroding our faith in human choice and moral responsibility? This course considers such questions. We read literary works by Shakespeare, Scott, Balzac, and Achebe, depicting periods of historical transition in England, Scotland, France, and Nigeria. Our assumption will be that plays and novels sometimes explore life in history more powerfully and suggestively than do the writings we normally think of as "history." Reading and discussing individual novels and plays will be our primary business (and pleasure). As time allows and class interest suggests, we will also turn our attention to the source materials our authors drew upon and to theories, past and present, about history and its relationship to literature.

**[ENGL 429 Readings in the New Testament (also NES 429 and Religious Studies 429) #**

Not offered 1996-97.]

**ENGL 430 Geography, Literature and Critical Social Theory (also English 635 and Society for the Humanities 409)**

Fall. 4 credits. S. Wong.

For complete description, see Soc. Hum. 409.

**ENGL 431 Studies in Enlightenment (also Women's Studies 431) #**

Fall. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. M. Jacobus.

**Topic for Fall 96: Mary Wollstonecraft to Mary Shelley.**

In this seminar we will focus on the writings and the autobiographical and biographical constructions of two famous women who were mother and daughter as a means to explore women's fiction from Wollstonecraft to Shelley. We will read Mary Wollstonecraft's major writings, including her novels *Mary and Maria* along with her feminist *Vindication of the Rights of Woman*, and her travel book, *Letters written during a short residence in Sweden, Norway, and Denmark*, as well as Godwin's *Memoir of the Author of the Rights of Woman*. Alongside Wollstonecraft, we will read major novels by less-known feminists of the period, Elizabeth Inchbald's *A Simple Story*, Mary Hays' *Emma Courtney*, and Eliza Fenwick's *Secrecy*. The central portion of the course will look at Jane Austen (*Sense and Sensibility*, *Mansfield Park*) and Maria Edgeworth (*Belinda* and *Castle Rackrent*)—the "conservative" but (arguably) feminist women writers of the period. In the latter part of the course, we will read Mary Shelley's writings, starting with *Frankenstein; or, the Modern Prometheus*, including her visionary or dystopic novels, *Valperga* and *The Last Man*, as well as her incest novel, *Matilda*. The seminar will include readings that situate Wollstonecraft and her contemporaries, Austen, Edgeworth, and Shelley in relation to feminist theory and criticism.



**ENGL 437 Fictions of Apartheid and Modes of Liberalism @**

Fall. 4 credits. B. Jeyifo.

This course involves a study of selected works of four major contemporary white South African authors; Athol Fugard, Nadine Gordimer, Breyten Breytenbach, and J. M. Coetzee. The genres include drama, fiction, and the essay. Issues examined include modernity and Apartheid, constructions and deconstructions of racialized identity, ideological interpellations of the subject by juridical and cultural texts, revolutionary optimism and philosophical pessimism.

**[ENGL 439 Austen and the Eighteenth Century #**

4 credits. Not offered 1996-97.]

**ENGL 442 Law and Literature**

Spring. 4 credits. I. Tucker.

Since the early 1980s, literary critics and legal scholars have become increasingly eager to consider the categories of "law" and "literature" in relation to one another. Ought we to see this newly fashionable juxtaposition as a search for political relevance (on the part of literary critics), cultural weightiness (on the part of legal scholars), or an example of mere (economically driven) willfulness? If, intuitively, we feel that law and literature "belong" together, what is it about the way in which the two categories organize the questions they ask, the ways they construct "subjects," envision agency, assign responsibility, the ways they establish their own "truth-telling" authority, that makes us think that they depend upon one another culturally?

We will begin by examining the rhetoric of law, reading a number of legal cases to see how they function as narratives, and by looking briefly at how Anglo-American legal writing has changed over the centuries. Is the use of "legal fictions" a sign that the law has ventured onto shaky ground, that it is passing judgment beyond its rightful ken, or are legal fictions somehow paradigmatic of how the law operates at all times? Is the "case law" tradition of legal writing (and legal pedagogy) simply a compelling way of offering examples or is it something more? We will then look at a number of literary works, primarily novels, that take up questions of law, more or less explicitly: Fielding's *Tom Jones*, Dickens' *Bleak House*, Dostoevsky's *Crime and Punishment*, Percy Shelley's *The Cenci*, Melville's "Bartleby the Scivener," Twain's *Pudd'n'head Wilson/Those Extraordinary Twins*, Forester's *Passage to India*, Wright's *Native Son*, and Arendt's *Eichmann in Jerusalem*. Finally, we will examine some of the recent work emerging out of the law/literature "subdisciplines" like Critical Legal Studies, and certain versions of "The New Historicism" in order to ask how these apparently new ways of thinking revise, or remain caught within, the social and professional disciplines from which they have emerged.

**ENGL 443 The Dandy in London and Dublin: 1790-1890**

Spring. 4 credits. S. Siegel.

The emergence of the figure of the dandy constituted a new cultural form. This seminar will trace the transformation of that form, in and out of fiction. Our readings, drawn from novels and plays, memoirs, anecdotes, reviews, and graphic representations in the periodical press, will be guided by four

questions: How does the word "dandy" behave in different temporal and geographical contexts? How and why does the form change? From whom were "dandies" thought to differ? How are we to understand the politics of this literary legend and of this cultural form? Readings will include Baudelaire, Beerbohm, Bulwer, Byron, Carlyle, Chesterfield, Brummell, Lover, Pater, Sheridan, Stein, Wilde, and Woolf.

**[ENGL 445 Nineteenth-Century Women's Fiction (also Women's Studies 445) #**

4 credits. Not offered 1996-97.]

**ENGL 446 Victorian Poetry**

Spring. 4 credits. D. Mermin.

Reading of poems by Tennyson, Barrett Browning, Browning, Arnold, Emily Bronte, Christina Rossetti, and Swinburne, with particular attention to issues of gender and sexuality, cultural authority, religion and science, social conflict and social change as well as of genre and style.

**[ENGL 448 The American Short Story**

4 credits. Not offered 1996-97.]

**ENGL 450 The History of the Book**

Spring. 4 credits. Limited to 20 students.

Prerequisite: permission of the instructor.  
D. Eddy.

A study of the physical aspect of books printed during the last six centuries. Included are papermaking, typography and printing, bookbinding, and the history of book illustrations; the transmission of texts and bibliographical descriptions of hand-printed and modern trade books. Above all, this is the study of the book as a work of art.

**ENGL 453 Oscar Wilde and the 1890s**

Fall. 4 credits. S. Siegel.

This seminar will consider four topics that recur in the writings of Oscar Wilde. They are the same topics that recur in the periodical press during the last decades of the nineteenth century: the idea of "decadence" in social life and in artworks; markers of gender and markers of social value; the emergence of "the Dandy" as a cultural form; the relation of artworks and history to one another. From Wilde's many writings we will select five texts: *The Soul of Man Under Socialism*, *The Picture of Dorian Gray*, *The Importance of Being Earnest*, *The Decay of Lying*, and *De Profundis*. We will ask how Wilde was viewed by his contemporaries and how London literary culture received his work. To answer these and other questions we will rely principally on discussions in the periodical press of the 1870's and after.

**[ENGL 455 The Aesthetes and Their Critics: 1860-1900**

4 credits. Not offered 1996-97.]

**ENGL 459 Contemporary British Drama**

Spring. 4 credits. S. McMillin.

The contemporary scene in English theater. Plays by such writers as Tom Stoppard, Harold Pinter, Caryl Churchill, David Edgar, Pam Gems, and Edward Bond, with particular concern for the theater as a political and social institution.

**ENGL 463 Problems in the Novel: Murder and Crime-Writing**

Fall. 4 credits. M. Seltzer.

An investigation of the representation of murder across a range of novels, non-fictional accounts and film. Focus on turn of the century and recent materials.

**ENGL 464 The Child in Literature**

Fall. 4 credits. Limited to 15 students with the consent of the instructor. A. Lurie.

A look at changing images of childhood and parenthood over the last two hundred years. Is the child a holy innocent, a bundle of violent needs and greeds, or a blank sheet upon which the world can write? Should the parent be a teacher or a companion? What counts most, heredity or environment? Are the rules different for boys and girls, for mothers and fathers, and for rich and poor children? Among possible texts may be: traditional folk tales, Blake, *Songs of Innocence and Experience*; Dickens, *Oliver Twist*; Stevenson, *A Child's Garden of Verses*; James, *What Maisie Knew*; Barrie, *Peter Pan*; Burnett, *The Secret Garden*; Hughes, *A High Wind in Jamaica*; McCullers, *The Member of the Wedding*; Morrison, *The Bluest Eye*; and McCall, *Jack the Bear*.

**ENGL 465 Proseminar in American Studies (also AmSt 465)**

Spring. 4 credits. J. Porte.

For complete description, see American Studies 465.

**ENGL 470 Studies in the Novel**

4 credits. Limited to 18 students. Fall:

**Hawthorne, Melville, and James.**

Hawthorne, Melville, and James: the major texts. D. McCall.

Such a self-conscious inquiry into theories and methods should prepare students to confront other complex texts. No previous experience with Joyce is required.

**[ENGL 475 Studies in the Twentieth Century**

4 credits. Not offered 1996-97.]

**[ENGL 477 Children's Literature**

Fall. 4 credits. Not offered 1996-97.]

**ENGL 479 Jewish-American Writing (also Jewish Studies 478, American Studies 479)**

Fall. 4 credits. J. Porte.

A study of American Writing from about 1895 to the present that is concerned with the Jewish experience in the New World. Some topics to be covered: immigrant life, gender issues, the conflict between religious and secular outlooks, political affiliation, the Great Depression, the Group Theater, anti-Semitism, Jewish life in the suburbs, the effect of the Holocaust, the "renewal" of Yiddish culture and religious interest. Authors to be studied may include: Abraham Cahan, Anzia Yezierska, Fannie Hurst, Henry Roth, Clifford Odets, Karl Shapiro, Alfred Kazin, Saul Bellow, Bernard Malamud, Philip Roth, Ruth Whitman, and Cynthia Ozick. There will be opportunities for research in secondary sources and we shall probably study some films on Jewish subjects (e.g. *Hester Street* and *Crossing Delancey*).

**ENGL 480-481 Seminar in Writing**

480, fall; 481, spring. 4 credits. Each section limited to 15 students. Students are encouraged to take English 280 or 281 and at least one 300-level writing course.

Prerequisite: permission of instructor, normally on the basis of a manuscript.

Fall: Sec. 1, S. Vaughn; sec. 2, K. McClane.  
Spring: R. Morgan, H. M. Viramontes.

Intended for those writers who have already gained a basic mastery of technique. Although English 480 is not a prerequisite for 481, students normally enroll for both terms and should be capable of a major project—a

collection of stories or poems, a group of personal essays, or perhaps a novel—to be completed by the end of the second semester. Seminars are used for discussion of the students' manuscripts and published works that individual members have found of exceptional value.

#### **ENGL 491 Honors Seminar I**

4 credits. Fall. Open to students in the Honors Program in English or related fields, or by permission of instructor.

**Section I: Jane Austen.** (also Women's Studies 491). D. Mermin. Students will read Austen's novels, juvenilia, and letters, do research projects concerning the cultural circumstances in which the novels were produced, and consider various critical approaches. Short close-reading papers, a research report, and a long final essay.

#### **Section II: Early Shakespeare**

This course may be used as one of the three courses before 1800 required of English majors. S. McMillin.

Studies in the first half of Shakespeare's career, intended to introduce the critical and scholarly questions important in Shakespeare studies today. Readings will include such plays as *Henry IV, Parts One and Two*, *Henry V*, *Romeo and Juliet*, *Comedy of Errors*, *Much Ado About Nothing*, *Merchant of Venice*. Assignments will fall at the rate of about one play and one critical essay per week. Reports, short papers, a term paper.

#### **ENGL 492 Honors Seminar II**

Spring. 4 credits. Open to students in the Honors Program in English or related fields, or by permission of instructor. D. Schwarz.

#### **Reading Joyce's *Ulysses***

A thorough, episode-by-episode study of the art and meaning of Joyce's *Ulysses*. We will explore the relationship between it and the other experiments in modernism and show how *Ulysses* redefines the concepts of epic and major issues in literary study and to test various critical and scholarly approaches. Such a self-conscious inquiry into theories and methods should prepare students to confront other complex texts, as well as help them define their own critical positions as they plan their senior honors theses.

#### **ENGL 493 Honors Essay Tutorial I**

Fall or spring. 4 credits. Prerequisites: senior standing and permission of Director of the Honors Program.

#### **ENGL 494 Honors Essay Tutorial II**

Fall or spring. 4 credits. Prerequisites: English 493 and permission of Director of the Honors Program.

#### **ENGL 495 Independent Study**

Fall or spring. 2-4 credits. Prerequisites: Permission of departmental adviser and director of undergraduate studies.

### **Courses Primarily for Graduate Students**

Permission of the instructor is a prerequisite for admission to courses numbered in the 600s. These are intended primarily for graduate students, although qualified undergraduates are sometimes admitted. Undergraduates seeking admission to a 600-level course should consult the instructor. The list of courses given below is illustrative only; a definitive list, together with course

descriptions and class meeting times, is published in a separate department brochure before course enrollment each term.

#### **Graduate English Courses 1996-97**

##### *Fall*

#### **ENGL 600 Colloquium for Entering Graduate Students**

#### **ENGL 607 Authorizing the Vernacular in Medieval Cultures (also Comp. Lit 607)**

#### **ENGL 611 Introduction to Old English (also ENGL 411)**

#### **ENGL 621 Spenser**

#### **ENGL 635 Geography, Literature, and Critical Social Theory (also ENGL 430, Soc. Hum 409)**

#### **ENGL 644 Victorian Poetry**

#### **ENGL 647 Romantic Narrative and the Concept of Freedom (also Comp. Lit. 647)**

#### **ENGL 661 Gender, Race and Nation in 19th-Century America (also Women's Studies 660)**

#### **ENGL 666 The Crowd/The Mass/The Public**

#### **ENGL 668 Bloomsbury Culture**

#### **ENGL 670 Joyce's *Ulysses* (also Comp. Lit 670)**

#### **ENGL 678 History and the Exotic Other in Scott and Eliot**

#### **ENGL 695 Race, Colonialism, and Contemporary Theory**

#### **ENGL 696 Writing Resistance: Minority and Third World Prisoner Discourses (also LSP 606)**

#### **ENGL 702 Literature and Theory (also ENGL 302, Comp. Lit 302/702)**

#### **ENGL 707 Psychoanalysis and Literature: Topic for Fall 1996: Objects—Lost and Found: Psychoanalysis Since Freud**

#### **ENGL 780.1 MFA Seminar: Poetry**

#### **ENGL 780.2 MFA Seminar: Fiction**

##### *Spring*

#### **ENGL 612 Beowulf (also ENGL 412)**

#### **ENGL 617 Early Medieval Archaeology and Literature (also ENGL 417, Archeo 417/617)**

#### **ENGL 626 Sixteenth Century Poetry and Poetics**

#### **ENGL 631 Politics and the Passions: Hobbes to Rousseau**

#### **ENGL 637 The Geography of Race (also ENGL 407, Soc.Hum. 421)**

#### **ENGL 638 The Fiction of Empire (also COM L 616)**

#### **ENGL 648 Dickens**

#### **ENGL 655 Decadence (also Women's Studies 656, Comp. Lit. 655)**

#### **ENGL 662 Nineteenth-Century American Poetry: Emerson, Whitman, Dickinson**

#### **ENGL 686 African American Women Writers**

#### **ENGL 694 Marxism and Postcolonial Discourse**

#### **ENGL 697 Contemporary Poetry and Culture: 1968-1996 (also Comp. Lit 674 and Ger St. 674)**

#### **ENGL 704 Materials and Methods**

#### **ENGL 728 Paradise Lost**

#### **ENGL 733 Literary Antifeminism**

#### **ENGL 753 Yeats**

#### **ENGL 758 Bakhtin and the Twentieth-Century Experimental Novel**

#### **ENGL 781.1 MFA: Poetry Seminar**

#### **ENGL 781.2 MFA: Fiction Seminar**

### **FILM**

See listings under Department of Theatre Arts.

### **FRENCH LANGUAGE AND LINGUISTICS**

See Languages and Linguistics.

### **FRENCH LITERATURE**

See Department of Romance Studies.

### **FRESHMAN WRITING SEMINARS**

For information about the requirements for freshman writing seminars and descriptions of seminar offerings, see "Special Programs and Interdisciplinary Studies" at the end of the Arts and Sciences section of this catalog and consult the John S. Knight Writing Program brochure, available from college registrars in August for the fall term and in November for the spring term.

### **GEOLOGICAL SCIENCES**

B. L. Isacks, chair; R. W. Kay, director of undergraduate studies; R. W. Allmendinger, K. Attoh, M. Barazangi, W. A. Bassett, J. M. Bird, L. D. Brown, L. M. Cathles, J. L. Cisne, L. A. Derry, T. E. Jordan, D. E. Karig, S. Mahlburg Kay, F. H. T. Rhodes, W. B. Travers, D. L. Turcotte, W. M. White

As an intercollege unit, the Department of Geological Sciences has degree programs in both the College of Arts and Sciences (B.A. degree) and the College of Engineering (B.S. degree). Currently, most of the undergraduate majors are in the College of Arts and Sciences. There are eighteen faculty members.

We live on a planet with finite resources and a finite capacity to recover quickly from human-induced environmental stresses. It is also a powerful planet, with geologic hazards such as earthquakes and volcanic eruptions that alter the course of history with little prior warning. As the human population grows,

understanding the earth and its resources becomes progressively more important for both future policy makers and ordinary citizens. Because the human need to understand the earth is so pervasive, we provide our students with a broad and solid minimal set of required courses plus room to explore more specialized topics with well-chosen electives within and outside the department.

Studies of the earth are becoming increasingly focused on environmental applications. Department faculty members collaborate in research and teaching with faculty from Civil and Environmental Engineering (soil and rock mechanics, hydrology), Materials Science, Agricultural Engineering, Soil, Crop, and Atmospheric Sciences, Biological Sciences, and many others. Students who major in geology are urged to take courses to broaden their experience in other sciences, engineering, and mathematics.

The Department of Geological Sciences is also taking part in a new intercollege program in the Science of Earth Systems, available to students in the Colleges of Arts and Sciences, Engineering, and Agricultural and Life Sciences since fall 1995. This program, which is being developed as a new intercollege major, emphasizes a strong preparation in basic mathematics and sciences and an integrated approach to the study of the earth system including the lithosphere, biosphere, hydrosphere, and atmosphere. The aim is to prepare students for graduate study and careers across the broad spectrum of earth sciences required for successful understanding and management of our planet. For a description of the program and proposed requirements for the major see the Science of Earth Systems section in "Interdisciplinary Centers, Programs, and Studies," in the front part of the catalog.

In addition to course work, students learn by involvement in research projects. Facilities include equipment for processing seismic signals and digital images of the earth's surface, isotopic analytical instruments, and extensive libraries of earthquake records, satellite images, and exploration seismic records. High-pressure, high-temperature mineral physics research uses the diamond anvil cell and the Cornell High Energy Synchrotron Source (CHESS).

Employment opportunities include environmental sciences (groundwater management, waste disposal), resource development (petroleum and minerals), public policy, education, and research. Undergraduates have served as field assistants for faculty members and graduate students in Argentina, British Columbia, the Aleutian Islands, Scotland, Switzerland, Tibet, and Barbados. Undergraduates are encouraged to participate in research activities, frequently as paid assistants.

## The Major

The prerequisites for admission to a major in geological sciences in the College of Arts and Sciences are two two-semester sequences, Mathematics 111–112 or 191–192 and Physics 207–208 or 112–213, or their equivalents, and a semester course in chemistry, such as Chemistry 207 or 211. Geological Sciences 101, 103, 111, or 201, followed by 102, 104, or 206 are strongly recommended, but a student with a strong foundation in mathematics and

science may be accepted as a major without completion of an introductory sequence.

Majors take Geological Sciences 210 and 214, the five 300-level core courses in geological sciences, 6 credits of additional course work from geological sciences courses numbered 300, 400, or 600, plus an additional course in either computer science or biological science, or an intermediate-level course in biological science, mathematics, chemistry, or physics. In addition, a requirement for field experience may be met by completing one of the following: (a) GS 491–492 (Undergraduate Research) based on field work (2 credit minimum); (b) GS 437 (Geophysical Field Methods) as an additional field approved elective (3 credits); (c) an approved field course taught by another college or university (3 credit minimum); (d) GS 212 (Special January Field Trip) (2 credits). Field observations made during GS 212 as the basis for GS 491–492 is an excellent way to satisfy the requirement. Seniors are encouraged to undertake a research project or honors thesis.

## Core Courses

### GEOL 326 Structural Geology

### GEOL 355 Mineralogy

### GEOL 356 Petrology and Geochemistry

### GEOL 375 Sedimentology and Stratigraphy

### GEOL 388 Geophysics and Geotectonics

Prospective majors should consult R. W. Kay, director of undergraduate studies, or another faculty member as early as possible for advice in planning a program. Students majoring in geological sciences may attend the departmental seminars and take advantage of cruises, field trips, and conferences offered through the Department of Geological Sciences.

Courses offered at the 100 and 200 level are open to all students. Certain 300- and 400-level courses in geology also may be of particular interest to students of chemistry, biology, ecology, and physics. Students are encouraged to inquire about courses that interest them at the department office in Snee Hall.

**Honors.** An honors program is offered by the Department of Geological Sciences for superior students. Candidates for honors must maintain an overall 3.0 grade-point average, a cumulative average of 3.5 in the major, and complete an honors thesis (Geological Sciences 490). Students interested in applying should contact the director of undergraduate studies during the second semester of the junior year.

## Courses

For complete course descriptions, see the Geological Sciences listing in the College of Engineering section.

### GEOL 101 Introductory Geological Sciences

Fall, spring, summer. 3 credits.

### GEOL 102 Evolution of the Earth and Life (Bio G 170)

Spring, summer. 3 credits. GEOL 101 recommended.

### GEOL 103 Introduction to Geology Through the Environment

Fall. 3 credits.

### GEOL 104 The Sea: An Introduction to Oceanography (BIO ES 154)

Spring, summer. 3 or 4 credits (4 credits with lab section).

### GEOL 105 Writing on Rocks (Freshman Seminar)

Fall. 3 credits.

See freshman seminar handbook for description.

### GEOL 107 How the Earth Works

Fall. 1 credit.

### GEOL 108 Geology and Society

Spring. 1 credit. May be taken concurrently with or after GEOL 101, 102, 103, 104, 111, 201, or 206.

### GEOL 109 Dinosaurs

Fall. 1 credit.

### GEOL 111 To Know the Earth and Build a Habitable Planet

Fall. 3 credits.

### GEOL 122 Earthquake! (also Engineering 122)

Fall. 3 credits.

### GEOL 123-124 Science of Earth Systems Colloquium (also ABEN 120-121, SCAS 101-102 and SES 101-102)

For course description, see the Science of Earth Systems section in "Interdisciplinary Centers, Programs, and Studies," in the front part of the catalog.

### GEOL 125 Chemistry of the Environment (also ENGR 125)

Fall. 3 credits.

### GEOL 201 Introduction to the Physics and Chemistry of the Earth (also ENGR 201)

Spring. 3 credits. Prerequisites: Mathematics 191 and Physics 112.

### GEOL 203 Natural Hazards and the Science of Complexity

Fall. 3 credits. 1 course in calculus.

### GEOL 204 Hydrology and the Environment (also SCAS 371 and ABEN 371)

Spring. 3 credits. Prerequisite: 1 course in calculus.

### GEOL 206 Geologic Perspective on Climate Change

Spring. 3 credits.

### GEOL 210 Introduction to Field Methods in Geological Sciences

Fall. 3 credits. Prerequisite: GEOL 101, 103, or 201, or permission of instructor. Weekly field sessions. A weekend field trip.

### GEOL 212 Special January Field Trip

Fall. 2 credits. Prerequisites: GEOL 101 or 201 or equivalent, and permission of instructor. Travel and subsistence expenses to be announced.

### GEOL 213 Marine and Coastal Geology

Summer. 2 credits. Prerequisites: an introductory course in geology or permission of instructor.

### GEOL 214 Western Adirondack Field Course

Spring. 1 credit. Prerequisite: GEOL 210 or equivalent, or permission of instructor.

**GEOL 302 Evolution of the Earth System (also SES 332 and SCAS 302)**

For course description, see the Science of Earth Systems section in "Interdisciplinary Centers, Programs, and Studies," in the front part of the catalog.

**GEOL 326 Structural Geology**

Spring. 4 credits. Prerequisite: GEOL 101, 103, or 201, or permission of instructor.

**GEOL 355 Mineralogy**

Fall. 4 credits. Prerequisite: GEOL 101, 103, or 201 and Chem 207 or permission of instructor.

**GEOL 356 Petrology and Geochemistry**

Spring. 4 credits. Prerequisite: GEOL 355.

**GEOL 375 Sedimentology and Stratigraphy**

Fall. 4 credits. Prerequisite: GEOL 101, 103, or 201.

**GEOL 388 Geophysics and Geotectonics**

Spring. 4 credits. Prerequisites: Mathematics 192 and Physics 208, 213, or equivalent.

**GEOL 401 Introduction to Biogeochemistry (also NTRES 432, SES 401)**

Fall. 4 credits. Prerequisites: college-level biology and chemistry.

**GEOL 411 Global Change Research: Mountains, Climate, and Erosion**

Fall. 3 credits.

**GEOL 417 Field Mapping in Argentina**

Summer. 3 credits. Prerequisites: GEOL 210 and GEOL 326; Spanish desirable, but not required.

**GEOL 423 Petroleum Geology**

Fall. 3 credits. Recommended: GEOL 326. Offered alternate years.

**[GEOL 425 Precambrian Orogenic Cycles]**

Fall. 3 credits. Prerequisites: GEOL 326 or GEOL 356, or permission of instructor. Offered alternate years. Not offered 1996-97.]

**GEOL 426 Geologic Evolution of South America**

Spring. 3 credits. Prerequisite: GEOL 326, 356, or permission of instructor.

**GEOL 434 Reflection Seismology I: Data Acquisition and Processing**

Spring. 3 credits. Offered alternate years with GEOL 438.

**GEOL 436 Environmental Geophysics**

Spring. 3 credits. Offered alternate years. Prerequisite: PHYS 213 and MATH 192 or equivalents, or permission of instructor.

**GEOL 437 Geophysical Field Methods**

Fall. 3 credits. Prerequisites: Physics 213 and Mathematics 192 or equivalents, or permission of instructor. Offered alternate years.

**[GEOL 438 Exploration Seismology II: Analysis and Interpretation]**

Spring. 3 credits. Offered alternate years with GEOL 434. Not offered 1996-97.]

**GEOL 445 Geohydrology (also ABEN 471 and C&EE 431)**

Fall. 3 credits. Prerequisites: Mathematics 294 and Engr 202.

**[GEOL 452 X-ray Diffraction Techniques]**

Spring. 3 credits. Prerequisite: GEOL 355 or permission of instructor. Offered alternate years. Not offered 1996-97.]

**GEOL 453 Advanced Petrology**

Fall. 3 credits. Prerequisite: GEOL 356. Offered alternate years.

**GEOL 454 Advanced Mineralogy**

Spring. 3 credits. Prerequisite: GEOL 355 or permission of instructor. Offered alternate years.

**[GEOL 455 Geochemistry]**

Fall. 4 credits. Prerequisites: Chemistry 207 and Mathematics 102, or equivalent. Recommended GEOL 356. Offered alternate years. Not offered 1996-97.]

**GEOL 457 Metamorphic Petrology**

Fall. 3 credits. Prerequisite: GEOL 355. Offered alternate years.

**GEOL 458 Volcanology**

Spring. 3 credits. Corequisite: GEOL 356 or equivalent. Offered alternate years.

**[GEOL 476 Sedimentary Basins: Tectonics and Mechanics]**

Spring. 3 credits. Prerequisite: GEOL 375 or permission of instructor. Offered alternate years. Not offered 1996-97.]

**GEOL 478 Advanced Stratigraphy**

Spring. 3 credits. Prerequisite: GEOL 375 or permission of instructor. Offered alternate years.

**[GEOL 479 Paleobiology (also BIO ES 479)]**

Fall. 3 credits. Prerequisites: one year of introductory biology for majors and either BIO ES 272 or 274, GEOL 375, BIO ES 373, or permission of instructor. Offered alternate years. Not offered 1996-97.]

**GEOL 481 Senior Survey of Earth Systems**

Fall. 3 credits. Limited to seniors majoring in geological sciences.

**GEOL 490 Honors Thesis (B.A. degree candidates)**

Fall, spring. 2 credits.

**GEOL 491-492 Undergraduate Research**

Fall, spring. 1 or 2 credits variable.

**GEOL 500 Design Project in Geohydrology**

Fall, spring. 3-12 credits. An alternative to an industrial project for M.Eng. students choosing the geohydrology option. May continue over two or more semesters.

**GEOL 502 Case Histories in Groundwater Analysis**

Spring. 4 credits.

**[GEOL 622 Advanced Structural Geology I]**

Spring. 3 credits. Prerequisites: GEOL 326 and permission of instructor. Offered alternate years. Not offered 1996-97.]

**GEOL 624 Advanced Structural Geology II**

Spring. 3 credits. Prerequisites: GEOL 326 and permission of instructor. Offered alternate years.

**GEOL 628 Geology of Orogenic Belts**

Spring. 3 credits. Prerequisite: permission of instructor.

**GEOL 634 Advanced Geophysics I: Fractals and Chaos in Geology and Geophysics**

Spring. 3 credits. Prerequisite: GEOL 388 or permission of instructor. Offered alternate years.

**[GEOL 636 Advanced Geophysics II: Quantitative Geodynamics]**

Spring. 3 credits. Prerequisite: GEOL 388 or permission of instructor. Offered alternate years. Not offered 1996-97.]

**[GEOL 651 Analysis of Biogeochemical Systems]**

Fall. 3 credits. Prerequisite: MATH 293 or permission of instructor. Offered alternate years. Not offered 1996-97.]

**[GEOL 656 Isotope Geochemistry]**

Spring. 3 credits. Open to undergraduates. Prerequisites: GEOL 455 or permission of instructor. Offered alternate years. Not offered 1996-97.]

**GEOL 681 Geotectonics**

Fall. 3 credits. Prerequisites: permission of instructor.

**GEOL 695 Computer Methods in Geological Sciences**

Fall, spring. 3 credits.

**GEOL 700-799 Seminars and Special Work**

Fall, spring. 1-3 credits. Prerequisite: permission of instructor. Advanced work on original investigations in geological sciences. Topics change from term to term.

**GEOL 722 Advanced Topics in Structural Geology****GEOL 725 Rock and Sediment Deformation****GEOL 731 Plate Tectonics and Geology****GEOL 733 Fractal Chaos - Independent Studies****GEOL 751 Petrology and Geochemistry****GEOL 753 Advanced Topics in Mineral Physics****GEOL 755 Advanced Topics in Petrology and Tectonics****GEOL 757 Current Research in Petrology****GEOL 762 Advanced Topics in Petroleum Exploration****GEOL 771 Advanced Topics in Sedimentology and Stratigraphy****GEOL 773 Paleobiology****GEOL 775 Advanced Topics in Oceanography****GEOL 780 Seismic Record Reading****GEOL 781 Geophysics, Exploration Seismology****GEOL 783 Advanced Topics in Geophysics****GEOL 789 Lithospheric Seismology (COCORP Seminar)****GEOL 793 Andes-Himalaya Seminar****GEOL 795 Low-Temperature Geochemistry****GEOL 796 Geochemistry of the Solid Earth**



**GEOL 797 Fluid-Rock Interactions****GEOL 799 Soil, Water, and Geology Seminar****GERMAN STUDIES**

A. Groos, acting chair; I. Ezergailis, director of undergraduate studies; P. U. Hohendahl, director of graduate studies; L. Adelson, D. Bathrick, B. Buettner, H. Deinert, B. Martin, G. Waite

Major areas of specialization cover the period from the early Middle Ages to the twentieth century. While the emphasis remains on literature, the department teaches film, theater, the political culture of Germany, women's studies, music, intellectual history, history of science, and Jewish studies. Courses are designed with the general student population in mind. The department often cosponsors courses with the departments of Comparative Literature, History, History of Art, Government, Music, Near Eastern Studies, and Theatre Arts, as well as with the Medieval Studies and Women's Studies programs. For further information about majors and courses, see Department of Modern Languages and Department of Linguistics.

**The Major**

Students majoring in German are encouraged to design their programs in a manner that will allow for diversity in their courses of study. It should enable them to become acquainted with an adequate selection of major works, authors, and movements of German literature and to develop their skill in literary analysis. Students majoring in German will normally proceed through German 201, 202, 203, 204. Students who, because of previous training, are qualified to enroll in 300- or 400-level courses will be permitted to do so. For details, students may consult the director of undergraduate studies, I. Ezergailis, in the Department of German Studies, or W. Harbert, in the Department of Linguistics. Students majoring in German are expected to complete successfully a minimum of six 300- and 400-level courses in addition to German 303-304; one of the courses must be a senior seminar (German Studies 410). Some 200-level courses offered by this department and related departments will count toward the major as well; please consult your adviser. These courses should be a representative selection of subjects in German literature, Germanic linguistics, or both. The attention of students majoring in German is called to the courses offered by departments and programs such as Anthropology, Comparative Literature, History, History of Art, Government, Music, Society for the Humanities, Theatre Arts, and Women's Studies, many of which complement the course offerings in German.

Students majoring in German are expected to become competent in the German language. This competence is normally demonstrated by the successful completion of German 304. Placement of German majors who have done no work in German at Cornell will be determined by the level of preparation they have obtained elsewhere. For information, students should consult the director of undergraduate studies, I. Ezergailis, or W. Harbert.

**The German Area Studies Major**

The German area studies major is intended for students who are interested in subject matter related to German-speaking countries but not necessarily or not exclusively in German literature or linguistics. Students will select appropriate courses offered in history, government, economics, music, theater arts, or other suitable subjects. Minimum course requirements for the German area studies major are the same as for the German major. These students may select a committee of two or more faculty members to help them design a program and supervise their progress. One committee member must be from the German faculty of either the Department of Linguistics or the Department of German Studies. The other member(s) should represent the student's main area of interest.

The student majoring in German area studies is expected to become competent in the German language. Such competence is normally demonstrated by successful completion of German 304. A minimum of six area courses above the 200-level is required for the major; one of the six courses must be a senior seminar (German Studies 410).

**Advanced Standing.** Students with an AP score of 4 or better are automatically granted three credits in German literature. Students coming to Cornell with advanced standing in German and/or another subject often find it possible to complete two majors. Recent double majors have combined history, government, psychology, chemistry, biology, or physics with German literature or German area studies. Students in Agriculture and Engineering have entered dual-degree programs. Double majors will complete separate programs, one for each major.

**Honors.** The honors program in German is open to superior students who want to work independently in an area of their own choice. Students are free to select any faculty member of the Field of Germanic Studies (in the case of area studies majors, the appropriate member of their committee) to assist them in designing their honors program, to supervise their work, and to help them select a suitable topic for an honors essay. The independent study courses, German 451 and 452, may form part of the program.

**Study Abroad**

All students planning to study abroad apply through Cornell Abroad; please see the Cornell Abroad program description in the introductory section of the Courses of Study.

**Freshman Writing Seminar Requirement**

The following courses will satisfy the freshman writing seminar requirement: German 109, 151, 175, 311, and 312. For details students should consult the instructors.

**Fees.** Depending on the course, a small fee may be charged for film rental or photocopied texts for course work.

**Literature****Freshman Writing Seminars**

See Freshman Seminar booklet for course times and descriptions.

**GERST 109 Fairy Tales and the Literary Imagination**

Fall or spring. 3 credits. I. Ezergailis and staff.

**GERST 151 Kafka, Hesse, Brecht, and Mann**

Fall or spring. 3 credits. H. Deinert and staff.

**GERST 175 Cinema and Society**

Fall or spring. 3 credits. G. Waite and staff.

**Courses Offered in German****GERST 201 Introduction to German Literature I: Prose**

Fall or spring. 3 credits. Prerequisite: qualification in German or permission of instructor. Taught in German. Fulfills both the language proficiency requirement and, followed by German 202 or another German literature course at the 200-level or above, the humanities distribution requirement. B. Buettner, D. Hobbs.

An intermediate course designed to improve reading, writing, speaking, and listening skills in German. Emphasis is placed on developing reading competency, tools of literary analysis, and expansion of vocabulary. Grammar review included. The complexities of inner and outer reality as expressed in selected prose works of Bachmann, Brecht, Kafka, Mann, Dürrenmatt, Aichinger and others.

**GERST 202 Introduction to German Literature II: Drama**

Fall or spring. 3 credits. Prerequisite: German 201 or permission of instructor. Taught in German. Fulfills both the language proficiency requirement and, together with German 201 or another German literature course at the 200-level or above, the humanities distribution requirement. B. Buettner, D. Hobbs.

An intermediate course designed to improve reading, writing, speaking, and listening skills in German. Emphasis is placed on developing reading competency, tools of literary analysis, and expansion of vocabulary. Self-confrontation and social conflict in the plays of major Austrian, Swiss, and German dramatists, including Dürrenmatt, Brecht, Frisch, Hofmannsthal, Goethe, and Schiller.

**GERST 220 Was ist Deutsch?**

Fall. 3 credits. Taught in German. Prerequisite: one German course at the 200 level. B. Buettner.

Questions of German identity have always raised difficult issues—both for Germans themselves and for others. These issues are again taking center stage as Germans redefine themselves in a reunified Germany. How has the concept of "Germanness" evolved? How do past perceptions of identity impinge on the present? Through selections from film, literature, art, and music we will explore this peculiarly German question.

**[GERST 307 Modern Germany Not offered 1996-97.]****GERST 311 Workshop in German Studies I #**

Fall. 4 credits. Intended primarily for freshmen with training in the German language (CPT score of 650, SAT II 1996 score of 680, AP score of 4, or comparable evidence). Taught in German. Students taking the course in fulfillment of the Freshman Writing requirement write their papers in English. H. Deinert.

The course will provide an intensive introduction to the study of German literature, culture, and political history through the discussion of exemplary prose works, dramas, and poems from the eighteenth and nineteenth centuries, among them Goethe's *Egmont*, Schiller's *Don Carlos*, and Mozart's *The Magic Flute*. The visual arts, music, and theater will serve as additional tools of interpretation.

**GERST 312 Workshop in German Studies II**

Spring. 4 credits. Intended primarily for freshmen with training in the German language (CPT score of 650, SAT II 1996 score of 680, AP score of 4, or comparable evidence). Taught in German. Students taking the course in fulfillment of the Freshman Writing requirement will write their papers in English. B. Buettner.

The emphasis in this seminar is on German literature, culture and political history in the first half of this century. Readings include such prominent works as *Death and the Fool*, *Elektra*, *Demian*, *Death in Venice*, *The Metamorphosis*, *Mother Courage and Galileo*. The visual arts, music, and theater will serve as additional tools of interpretation.

**[GERST 342 The New Europe (also GOVT 342)]**

Not offered 1996-97.]

**[GERST 353 Kleist #]**

Not offered 1996-97.]

**[GERST 354 Schiller #]**

Not offered 1996-97.]

**[GERST 357 Major Works of Goethe #]**

Not offered 1996-97.]

**[GERST 365 Austrian Literature]**

Not offered 1996-97.]

**Courses in English Translation**

**[GERST 320 Postwar German Novel]**

Not offered 1996-97.]

**[GERST 330 Political Theory and Cinema (also Comparative Literature 330, Government 370 and Theatre Arts 330)]**

Not offered 1996-97.]

**[GERST 374 Opera and Culture (also Music 374) #]**

Not offered 1996-97.]

**[GERST 396 German Film (also Comparative Literature 396 and Theatre Arts 396)]**

Not offered 1996-97.]

**GERST 398 The Poetic and the Political: A Look at Some German Women Writers**

Fall. 4 credits. Prerequisite: German 201-202 or permission of instructor. Taught in German. If, due to enrollment, the discussion needs to be in English, there will be additional sessions to accommodate those who want to work on their spoken German. I. Ezergailis.

"If one does not read the most complex poetic text, one risks not knowing how to read the newspaper, but being read by it." (Helene Cixous) Is there such a thing as the "purely" poetic? What does it mean for poetry and poetic prose to touch on the political? What does it mean to a woman writer? We will examine some of these questions through a careful reading of texts by selected German

women writers. The texts are mainly from the twentieth century, with a few earlier ones. Poetry and prose by Anne Seghers, Else Lasker-Schüler, Nelly Sachs, Sarah Kirsch, Ingeborg Bachmann, Christa Wolf, and several other authors will furnish the reading in German.

**[GERST 413 Women around Freud (also Comparative Literature 412 and Women's Studies 413)]**

Not offered 1996-97.]

**GERST 414 History into Fiction: Nazis and the Literary Imagination (also English 404, Comparative Literature 404, and Near Eastern Studies 404)**

For description, see English 404.

**[GERST 415 Marx, Freud, Nietzsche (also Comparative Literature 425 and Government 473)]**

Not offered 1996-97.]

**[GERST 418 Thomas Mann]**

Not offered 1996-97.]

**[GERST 458 Comparative Democratization (also Government 458)]**

Not offered 1996-97.]

**Course in Latvian and Baltic Literature**

**GERST 377 Perfection of Exile? Baltic Emigré Literature (also Russian Literature 377)**

Spring. 4 credits. I. Ezergailis.

Examinations of exile literature go back not only to classical antiquity, but to Adam and Eve. We will attempt a case study informed by general readings about exile and reactions to it, and based on a sampling of Estonian, Latvian, and Lithuanian writing (translated into English) after World War II. Hopefully, this will lead to some understanding of the dynamics, ideologies, and emotional investments of such literature.

**Graduate and Advanced Undergraduate Courses**

**GERST 405 Introduction to Medieval German Literature I #**

Fall. 4 credits. Prerequisite: reading knowledge of German. A. Groos.

After a brief introduction to basic aspects of the medieval universe, ranging from cosmology to psychology, readings will focus on introductory texts of late twelfth-century courtly culture. Using the predominant genres of aristocratic self-representation, the heroic epic (*Nibelungenlied*), Arthurian romance (Hartmann's *Iwein*), and Minnesang, discussions will investigate the court as the locus of conflicting forces in the rise of the secular culture in Germany, examining such issues as the first vernacular construction of social and sexual identity, generational conflicts within the communal-dynastic order, the rise of individualism (the knightly quest), and subjectivity (the love lyric).

**GERST 406 Introduction to Medieval German Literature II #**

Spring. 4 credits. Prerequisite: German 405 or equivalent. A. Groos.

Political lyrics by Walther von der Vogelweide will introduce agendas of conflict in thirteenth-century German culture, ranging from crusades to civil war. Against this background, we will examine the utopian quest to win the Holy Grail and heal the Fisher King in Wolfram's *Parzival*, using Bakhtin's approach to pre-novelistic discourse. Readings from the love lyric trace representations of gender

across emerging class differences, the increasing complexity of the self, and instabilities of the performance text. Concluding topics include women mystics and late medieval narratives of socio-sexual violence, anti-Semitism, and urban *Angst*.

**GERST 410 Senior Seminar: Minority Literature in the Federal Republic**

Fall. 4 credits. Taught in German.

Required readings are in German.

L. Adelson.

This undergraduate seminar will focus on West German literature by Turkish, Iranian, Jewish, and Afro-German authors and explore the shifting parameters of the literary public sphere(s) in the Federal Republic against the background of twentieth-century German history and demographics. Readings include: Anne Seghers, *Der Ausflug der toten Mädchen*; Grete Weil, *Meine Schwester Antigone*; Irene Dische, *Fromme Lügen*; Saliha Scheinhardt, *Drei Zypressen*; Jakob Arjouni, *Happy Birthday, Türkei!*; ed. Katharina Oguntoye et al., *Farbe bekennen: Afro-Deutsche Frauen auf den Spuren ihrer Geschichte*; May Ayim, *Blues in Schwarz Weiss: Gedichte*; additional essays and short stories to be purchased as xeroxed materials.

**GERST 412 German Literature from 1770 to 1848 #**

Spring. Taught in German. Required readings are in German. Students should possess intermediate language skills upon entering this course. L. Adelson.

This survey course introduces students to German literature in its historical, social, and philosophical context from the Age of Enlightenment to the first German unification. Reading and discussing representative literary texts will be emphasized. Readings will include: Lessing, *Emilia Galotti*; Goethe, *Die Leiden des jungen Werther*; Kant, *Was ist Aufklärung?*; Goethe, *Prometheus*; Tieck, *Der blonde Eckbert*; Kleist, *Erzählungen*; Droste-Hülshoff, *Die Judenbuche*; Heine, poems.

**GERST 430 Brecht, Artaud, Müller, Wilson (also Comparative Literature 430 and Theatre Arts 420)**

Spring. 4 credits. D. Bathrick.

This course will explore in depth the writings and practices of four major twentieth-century theatrical artists: Bertolt Brecht, Antonin Artaud, Heiner Müller, and Robert Wilson, in order to (a) map out differences and similarities among the four as representatives of avant-garde theater and performance art; (b) situate their respective work in the political and cultural contexts out of which they emerged; and (c) explore their impact upon succeeding movements and artists of modern drama and cinema. A central focus of the course will be to explore the differing and changing notions of "avant-garde theater" as demonstrated in the work and reception of Brecht, Artaud, Müller, and Wilson. Exploration of the work of these four artists will serve methodologically both to interrogate critically what have become competing strategies in the development of performance theater and avant-garde theater as well as to consider ways in which these models have been and could be synthesized.

**GERST 435 Introduction to Literary Theory (also Comparative Literature 435)**

Fall. 4 credits. The course and readings are in English, but students with other languages are encouraged also to work in them. Every attempt will be made to keep assigned readings short, to read these texts carefully, and to apply theory to practice. G. Waite.

This is a basic introduction to several modes and vocabularies of literary theory and analysis. The main focus is on the later twentieth century and on current issues. Thus we study aspects of the linguistic paradigm, Russian formalism, structuralism, poststructuralism, deconstruction, phenomenology, philosophical hermeneutics, critical theory and several types of argument in marxism, psychoanalysis, feminism, gay and lesbian studies, and cultural studies. Authors might include: Adorno, Althusser, Bakhtin, Barthes, Benjamin, de Man, Cixous, Deleuze, Derrida, Foucault, Freud, Heidegger, Irigaray, Jakobson, Jameson, Lacan, Lévi-Strauss, Podoroga, Saussure, Sedgwick, Shklovsky, Timpanaro, Volosinov. Writers analyzed might include Balzac, Baudelaire, Beckett, Brecht, Burroughs, Conrad, E.T.A. Hoffmann, Hölderlin, Kafka, Leopardi, Sterne.

**GERST 447 Reading Freud: Gender, Race, and Psychoanalysis (also Comparative Literature 447 and Women's Studies 447)**

Fall. 4 credits. All of the primary readings are available in English. B. Martin.

This course will trace the development of psychoanalytic theory and practice through a close reading of selected works of Sigmund Freud (beginning with the *Studies in Hysteria* and concluding with *Moses and Monotheism*). This course will provide a general introduction to the basic concepts of Freudian psychoanalytic theory. Close attention will be paid to the cultural, scientific, as well as polemical literature on the ideas of race and gender in the late nineteenth century as one of the contexts in which psychoanalysis evolved.

**GERST 451-452 Independent Study**

451, fall; 452, spring. 1-4 credits each term. Prerequisite: permission of instructor.

**GERST 472 Poetry of the 1990s (also Comparative Literature 472, English 408, and Spanish Literature 472)**

For description, see Comparative Literature 472.

**[GERST 492 The Advance of Humanism: Aspects of the European Enlightenment #**

Not offered 1996-97.]

**GERST 495 The Aesthetic Theory of the Frankfurt School (also Comparative Literature 495)**

Spring. 4 credits. P. U. Hohendahl. This course is designed as an introduction to the history of the Frankfurt School and the essential concepts of critical theory. The emphasis will be placed on the theory of culture and its application to the understanding of literature and aesthetics. The reading material will be taken from the works of Max Horkheimer, Theodor W. Adorno, Walter Benjamin, and Jürgen Habermas.

**[GERST 496 Theorizing the Public Sphere (also Comparative Literature 496 and History 496)**

Not offered 1996-97.]

**Seminars**

Note: For complete descriptions of courses numbered 600 or above consult the appropriate instructor.

**[GERST 600 Special Topics in Feminist Theory (also Anthropology 600 and Comparative Literature 600)**

Not offered 1996-97.]

**[GERST 608 Modern/Postmodern (also Comparative Literature 608)**

Not offered 1996-97.]

**[GERST 621 Issues in Gay and Lesbian Studies (also Women's Studies 621)**

Not offered 1996-97.]

**GERST 624 Seminar in Medieval German Literature II**

Spring. 4 credits. Prerequisite: German 405-406 or equivalent. A. Groos. Topic to be announced.

**[GERST 626 Nuremberg**

Not offered 1996-97.]

**GERST 627 Baroque (also Comparative Literature 626)**

Spring. 4 credits. The course is conducted in English. G. Waite.

This graduate seminar focuses on the "baroque" in two basic ways: (1) as a period of cultural production in seventeenth-century continental Europe (France, Holland, Italy, and Spain in addition to Germany); (2) but more especially as a problem in current theory. Thus we will study concepts such as: "allegory" and *Trauerspiel* (Walter Benjamin); "action from a distance," "absent and immanent cause" (Spinoza, Louis Althusser); "the fold" (Leibniz, Gilles Deleuze); "savage anomaly" (Antonio Negri); and "guided culture" (José Antonio Maravall). Approximately equal attention will be given to literary and philosophical texts, written and visual practices. Thus, in addition to representative literary texts, we will analyze works by Leibniz and Spinoza, Caravaggio, Poussin, and Velázquez, as well as some contemporary critics and theorists (Christine Buci-Glucksmann, Michel Foucault, Louis Marin, among others).

**GERST 629 The Enlightenment**

Fall. 4 credits. P. U. Hohendahl. The seminar will focus on eighteenth-century German literature and philosophy from 1730 to 1790. Emphasis will be placed on the concept of *Aufklärung* and its meaning for the development of German thought. The discussions will stress major areas of critical inquiry, such as religion, philosophy, and literature. Readings will be taken from authors like Forster, Gellert, Gottsched, Kant, Lessing, and Wieland. The critical literature will include the writings of Adorno, Foucault, Habermas, Horkheimer, and Koselleck.

**[GERST 630 Classicism and Idealism**

Not offered 1996-97.]

**[GERST 634 German Romanticism**

Not offered 1996-97.]

**[GERST 637 Novelle Workshop**

Not offered 1996-97.]

**[GERST 647 German Literature from 1945 to 1989: Questions of Modernity and Identity**

Not offered 1996-97.]

**GERST 650 Culture in the Weimar Period**

Fall. 4 credits. D. Bathrick.

This survey course will treat major developments in the area of German culture (literature, cinema, painting) between 1900 and 1933. Individual representative texts will be studied and discussed in their relation to the cultural, political, and social contexts out of which they emerge. Lectures and discussions will focus both on detailed interpretation of individual works as well as on the general historical background and developments of the period.

**[GERST 652 Culture in Germany 1933-1945**

Not offered 1996-97.]

**[GERST 653 Opera (also Comparative Literature 655 and Music 679)**

Not offered 1996-97.]

**[GERST 660 Visual Ideology (also Comparative Literature 660 and Theatre Arts 660)**

Not offered 1996-97.]

**[GERST 661 After the City: From Metropolis to Electropolis (also Architecture 338/638 and Comparative Literature 661)**

Not offered 1996-97.]

**GERST 663 Nietzsche and Heidegger (also Comparative Literature 663)**

Spring. 4 credits. G. Waite.

This graduate seminar investigates the basic thoughts, types of argumentation, and styles of writing of these two philosophers, with particular focus on Heidegger's appropriation of Nietzsche. We will consider both as political thinkers in the tradition of esotericism—as a way of grasping the paradoxical existence of Left-Nietzscheans and Left-Heideggerians, given Nietzsche's and Heidegger's self-understanding of themselves as men of the Right. At issue, too, is a relation of Nietzsche and Heidegger to both Plato and Machiavelli. In this regard, the grasp of Nietzsche not only by Heidegger but also by Straussians will be contrasted with that of the Left. Basic texts include: Nietzsche, "The Greek State," "On Truth and Lie in the Extramoral Sense," *Thus Spoke Zarathustra*, and *Beyond Good and Evil*; and Heidegger, "Who Was Nietzsche's Zarathustra?", "Nietzsche's Word 'God Is Dead,'" and selections from his *Nietzsche*. Further: Laurence Lampert, *Leo Strauss and Nietzsche*; Stanley Rosen, "Nietzsche's Revolution" and *The Mask of Enlightenment: Nietzsche's 'Zarathustra'*"; and Leo Strauss, "What Is Political Philosophy?" and "Note on the Plan of Nietzsche's *Beyond Good and Evil*."

**[GERST 664 Freud and the *Fin de Siècle***

Not offered 1996-97.]

**[GERST 666 Ingeborg Bachmann**

Not offered 1996-97.]

**GERST 667 "Minor" German Literatures?**

Fall. 4 credits. L. Adelson.

Taken from Deleuze and Guattari's influential study on Kafka, the term "minor literature" refers to writing by members of a minority group that challenges or subverts the dominant social order. This course will explore the question of "minor" German

literatures in the contemporary arena. Authors whose works will be included draw on Jewish, Turkish, Iranian, Muslim, German, and U.S.-American backgrounds. A primary concern will be the exploration of discrete bodies of minority literature in contemporary Germany in light of theoretical questions affecting the discipline of *Germanistik*, interdisciplinary cultural studies, and transnational cultural phenomena. Some attention will also be paid to the representation of minorities in recent mainstream German literature. Secondary material will address debates in international cultural studies in general as well as the peculiarities of intercultural *Germanistik*. Readings will include but may not be limited to: Ruth Klüger, *weiterleben*; Irene Dische, *Fromme Lügen*; Saliha Scheinhardt, *Drei Zypressen*; Aysel Özakın, *Die blaue Maske*; TORKAN, *Brief an einen islamischen Bruder*; Sten Nadolny, *Selim oder die Gabe der Rede*; Aras Ören, *Eine verspätete Abrechnung*.

**GERST 671 Postcolonial Theory and German Studies**

Spring. 4 credits. L. Adelson.  
As postcolonial theories of literature and culture have gained currency in the international realm of cultural studies, the specific question as to their applicability to the field of German Studies has gone largely unaddressed. Even in those cases where postcolonial theory is applied to the analysis of German culture, one must examine the particular ways in which such theoretical frameworks are used either to foster or to obscure rigorous criticism of the legacies of German colonialism. To this end this course will juxtapose readings in the history and literature of German colonialism with readings in international postcolonial theory as well as scholarly attempts to graft such theoretical models, which derive largely from experiences with British and French colonialism, onto the German context. The course seeks to refine our understanding of ways in which postcolonial theory can and cannot be rendered fruitful for the critical pursuits of German Studies. If time permits, the course will also address the development and status of *Germanistik* and German Studies in former German colonies in Africa. Readings will include but not be limited to: Aijaz Ahmad, *In Theory*; Edward Said, *Orientalism and Culture and Imperialism*; Robert Young, *White Mythologies: Writing History and the West*; Susanne Zantop, *Colonial Fantasies in Pre-Colonial Germany*; Gisela Brinker-Gabler/Sidonie Smith, *(Re)Writing Identities: Gender, Nation, Immigration in New European Subjects*; selected essays from journals and anthologies; selected literary texts from the German colonialist period (e.g., short stories by Hans Grimm); selected literary texts from the present (e.g., works by Günter Grass and Bodo Kirchhoff).

**GERST 672 German Opera (also Music 674)**

Fall. 4 credits. A. Groos.  
The seminar will be devoted to the development of German opera from the late eighteenth to the mid-nineteenth century. While the final selections of texts will depend upon the interests of the group, I anticipate that these might include Mozart's *Zauberflöte*, Beethoven's *Fidelio*, works by Weber and Marschner (such as *Der Freischütz* and *Der Vampyr*), and several operas by Wagner, from *Das Liebesverbot* or *Rienzi* through *Der*

*fliegende Holländer* or *Tannhäuser* to *Die Meistersinger* or *Die Valkyrie*. In addition to the analysis of individual operas, the larger focus of discussions will be on the emergence of a German operatic tradition and its intertextual nexus, the role of love in the development of Romantic subjectivity, and the formation of a national consciousness.

**GERST 674 Contemporary Poetry and Culture: 1968-1993 (also Comparative Literature 674, English 697 and Spanish Literature 674)**

For description, see COM L 674.

**[GERST 675 After the Divide: German Critical Theory of the Seventies and Eighties (also Comparative Literature 675 and History 675)]**

Not offered 1996-97.]

**[GERST 679 Bertolt Brecht in Context (also Comparative Literature 679 and Theatre Arts 679)]**

Not offered 1996-97.]

**[GERST 685 Gramsci and Cultural Politics (also Comparative Literature 685 and Government 675)]**

Not offered 1996-97.]

**[GERST 687 The Politics of Culture in the German Democratic Republic]**

Not offered 1996-97.]

**[GERST 690 Feminist Criticism and Theory (also Women's Studies 690)]**

Not offered 1996-97.]

**[GERST 692 The Politics of Criticism (also Comparative Literature 692 and Theatre Arts 692)]**

Not offered 1996-97.]

**GERST 753-754 Tutorial in German Literature**

Fall and spring. 1-4 credits per term.  
Prerequisite: permission of instructor.

**Related Courses in Other Departments**

**Government**

**GOVT 332 Modern European Politics**  
U. Liebert.

**GOVT 342 The New Europe**  
P. Katzenstein.

**GOVT 442 Feminist Politics and Policy in the US and Western Europe**  
U. Liebert and M. Katzenstein.

**GOVT 633 European Party Systems and Political Change**  
U. Liebert.

**Linguistics**

**LING 315-316 Old Norse**  
H. Bernhardtsson.

**Modern Languages**

**LANG 501 Teaching Second Languages**  
J. Lantolf.

**Society for the Humanities**

**SOC HUM 403 Disciplining Walter Benjamin**  
S. Buck-Morss.

**GOVERNMENT**

R. Herring, chair; B. R. O'G. Anderson, R. Bense, M. G. Bernal, S. Buck-Morss, R. Bullock, V. Bunce, T. Christensen, J. Cowden, M. Evangelista, N. Hirschmann, M. Katzenstein, P. Katzenstein, E. W. Kelley, J. Kirshner, I. Kramnick, T. J. Lowi, W. Mebane, J. Pontusson, J. Rabkin, A. Rutten, E. Sanders, H. Schamis, M. Shefter, V. Shue, A. M. Smith, S. G. Tarrow, S. Telhami, N. T. Uphoff

Government is what Cornell calls a department that elsewhere might be termed political science. The focus of this discipline is power applied to public purposes. Some faculty concentrate on purposes, some on applications. Some engage in the close reading of great texts of political philosophy, while others analyze the behavior of power-wielders and publics in this and other societies. Government is divided into four subfields: U. S. politics, comparative politics (other nations), political theory (philosophy), and international relations (transactions between nations).

To accommodate new courses or course changes, a supplementary announcement is prepared by the department. Before enrolling in courses or registering each term, students are requested to consult the current supplement listing courses in government, available in 125 McGraw Hall.

**The Major**

**To be admitted to the major**, a student must pass two government courses.

**To complete the major**, a student must (1) pass two of the introductory government courses (Government 111, 131, 161, 181); (2) pass an additional course in one of the remaining subfields (American government, comparative government, political theory, or international relations). This course may be any course offered in the government department, including introductory courses, upper-level courses or seminars. Students are strongly advised to take at least one course in each of the four subfields; (3) accumulate an additional 28 credits of government course work at the 300-level or above; (4) complete at least one seminar-style course in government which may be applied toward the 28 credits. These courses include those numbered 400.XX to which students are admitted by application only; (5) accumulate 12 credits in upper-level courses in related fields (such as anthropology, economics, history, psychology, and sociology). Upper-level courses are usually courses numbered at the 300-level or above (200-level courses are not considered upper-level). Students should consult with their major adviser to choose appropriate courses. All choices of related courses must be approved by the major adviser, or the director of undergraduate studies; (6) all courses used to fulfill a government major must be passed with a letter grade.

To summarize, a total of 10 government courses and 3 additional courses (12 credits) of upper-level related courses are required to complete the major.

**Cornell-in-Washington Program.** Government majors may apply to the Cornell-in-Washington program to take courses and undertake a closely supervised externship during a fall or spring semester.



**Study Abroad in Geneva.** French, history, and government majors, or other students with a commitment to international experience, may study abroad in Geneva, Switzerland. Geneva is an especially appropriate location for students with an interest in international affairs, as many international organizations maintain offices there, among them the United Nations, the Red Cross, the Headquarters of the World Health Organization, the International Labor Organization, the International Telecommunications Union, the World Intellectual Property Organization, the European Nuclear Research Center, and the Ecumenical Center at Grand-Saconnex. Cornell students enroll full-time in the University of Geneva and affiliated schools, including the Graduate School of International Studies (HEI) and the Development Studies Institute, where they take year-long courses, studying with Swiss and international students. They can choose classes in many subjects, including literature, economics and other social sciences, law, theology, psychology, education, architecture, physical education, and French language, civilization and history.

The University of Geneva offers four consecutive three-week language and civilization summer courses beginning in mid-July, which prepare students for the mandatory French exam given in early October. Cornell students must attend the last of these sessions, from mid-September to early October, but earlier sessions are recommended for students who need additional language preparation.

Interested students can participate in internships at international organizations, and qualified participants may be able to work under the direction of officials on research studies that are of mutual interest.

Students must be Cornell undergraduates with a strong academic record. The minimum French preparation is the completion of French 204 or 213, or its equivalent in advanced credit or placement by the Cornell C.A.S.E. examination. Students should plan to study abroad for the entire academic year. Students interested in the study abroad program in Geneva should contact the Cornell Abroad office (474 Uris) for further information.

**European Studies Concentration.** Government majors may elect to group some of their required and optional courses in the area of European studies, drawing from a wide variety of courses in relevant departments. Students are invited to consult Professors P. Katzenstein, Scheinman, and Tarrow for advice on course selection and foreign study programs.

**Model European Community Simulation.** Undergraduates with an interest in the European Community, public affairs, or debating may participate in the annual Modern European Community Simulation (SUNYMEC) held in April at SUNY Brockport. The simulation is an opportunity for participants, representing politicians from the member nations of the European Community, to discuss issues and resolutions of current concern to the EC.

To prepare for this simulation, a 2-credit seminar, Government 431, is offered each spring. Participation in the simulation will be open only to those who register for this seminar. Anyone interested in participating or

in finding out more information should contact the Western Societies Program at 130 Uris Hall, 255-7592.

#### **International Relations Concentration.**

See the description under "Special Programs and Interdisciplinary Studies."

**Honors.** Each fall a small number of qualified seniors enter the honors program. To apply, junior majors submit applications in April. Along with a fuller description of the honors program, application forms are available in 125 McGraw Hall. The two courses comprising the honors sequence (honors courses) are described below.

#### **Introductory Courses**

Students registering for introductory courses should register for the lecture only. Sections will be assigned during the first week of class. Introductory courses are also offered during summer session.

#### **GOVT 111 Introduction to American Government and Politics**

Fall and summer. 3 credits. T. J. Lowi. An introduction to government through the American experience. Concentration on analysis of the institutions of government and politics as mechanisms of social control.

#### **GOVT 131 Introduction to Comparative Government and Politics**

Spring and summer. 3 credits. V. Bunce. This course provides a survey of the institutions, political processes, and policies of contemporary states. It focuses on the conditions for and workings of democracy. Looking at Western Europe, we will analyze institutional variations among liberal democracies, and their political implications. We will then probe the origins of democracy in Western societies and the reasons why communism and other forms of authoritarian rule have prevailed elsewhere. Finally, we will explore the impetus behind and the obstacles to democratization in the Third World and the erstwhile Communist Bloc. Throughout this survey, problems of democracy will be related to problems of economic development, efficiency, and equality.

#### **GOVT 161 Introduction to Political Philosophy #**

Fall and summer. 3 credits. I. Kramnick. A survey of the development of Western political theory from Plato to the present. Readings from the works of the major theorists. An examination of the relevance of their ideas to contemporary politics.

#### **GOVT 181 Introduction to International Relations**

Spring and summer. 3 credits. S. Telhami. An introduction to the basic concepts and practice of international politics.

#### **Freshman Writing Seminars**

##### **GOVT 100 Freshman Seminars**

Fall, spring, or summer. 3 credits. Seminars will be offered in fall, spring, and summer terms. Consult the listings for the Freshman Seminar Program in the section "Special Programs and Interdisciplinary Studies," the supplement issued by the department, and the Freshman Seminar booklet for course descriptions and instructors.

#### **Major Seminars**

##### **GOVT 400 Major Seminars**

Fall or spring. 4 credits. These seminars, emphasizing important controversies in the discipline, cap the majors' experience. Thus preference in admission is given majors over nonmajors and seniors over juniors. Topics and instructors change each semester. To apply, students should pick up an application in 125 McGraw Hall during the course selection period the semester before the seminar is given.

The following courses are open to sophomores, juniors, and seniors without prerequisites unless otherwise indicated.

#### **American Government and Institutions**

Government 111 is recommended.

##### **GOVT 121 Economic Growth and Democratic Legitimacy**

Summer. 3 credits. E. W. Kelley. This course will explore the psychological, economic, and participatory foundations for the acceptance of democratic governments. We will explore the effects of economic growth, the distributions of income and wealth and actual access to the ballot on support for democratic institutions. Among the authors we read will be: Adam Smith, Max Weber, Emile Durkheim, David McClelland, Rinchart Bendix, Anthony Downs, Carolyn Bell, John Dollard, Neal Miller, James Fallows, and Cornel West. We will conclude by focusing on the degree of current acceptance of democratic political institutions in the United States.

##### **[GOVT 301 The Political Economy of American Industrialization**

4 credits. Not offered 1996-97.]

##### **[GOVT 302 Social Movements in American Politics (also American Studies 302)]**

4 credits. Not offered 1996-97.]

##### **GOVT 303 Introduction to American Political Parties**

Spring. 4 credits. J. Cowden. This is a survey course about American political parties. The course will consider the following: the development of the American party system; realignments and critical elections; party identification; national, state, and local party organizations; theories of party decline; and the role of surrogate organizations such as the mass media. Throughout we will examine how and to what extent the actual function of parties is related to normative and theoretical models of party behavior.

##### **GOVT 305 Atomic Consequences: The Incorporation of Nuclear Weapons in Post-War America**

Spring. 4 credits. M. Dennis. This course will explicate the development of atomic weapons from early twentieth-century ruminations about super bombs in science and fiction through the Manhattan Project, the postwar development of thermonuclear weapons and civil defense, and more recent plans for strategic defense. Our focus will expand to cover the lives of researchers at such institutions as Los Alamos during and after World War II as well as discussions of national politics. Other topics include the Nazi effort to develop an atomic bomb, the role of technical espionage during and after World War II, and the problems posed by the

classification of technical knowledge. From our vantage point at the end of the cold war, we will seek to understand how the bomb became part of American culture through the use of literature and film, as well as reading in primary historical documents and secondary analyses.

**GOVT 308 Science in the American Polity 1800-1960**

Fall. 3 credits. M. Dennis.  
For description, see S&TS 390.

**GOVT 309 Science in the American Polity**

Spring. 4 credits. S. Jasanoff.  
For description, see S&TS 391.

**GOVT 310 Power and Poverty in America**

Spring. 4 credits. E. W. Kelley.  
Despite egalitarian democratic rights, the United States remains a stratified society conspicuous for great disparities in the allocation of income and wealth. The purpose of this class is to investigate these disparities, both empirically and normatively, and to assess the impact of government upon them. Topics for discussion will include: what do we mean by distributional inequality and by the demand for greater egalitarianism? What is the extent of inequality and of poverty in America today? How does one establish minimum standards for distributional justice? Is the United States currently on the road toward achieving that minimum standard? What is the array of federal welfare programs presently available and what is their effect? What reforms or changes are currently on the political agenda? Can we imagine a society somewhat like that in the United States achieving a very different distribution of educational and occupational outcomes as described by race, income class, and language spoken by parents?

**GOVT 311 Urban Politics**

Fall. 4 credits. M. Shefter.  
The major political actors, institutions, and political styles in large American cities: mayors, city councils, bureaucracies, ethnic and racial minorities, urban machine politics and the municipal reform movement. The implications of these political forces for policies pertaining to urban poverty, homelessness, and criminal justice.

**GOVT 313 The Nature, Functions, and Limits of Law**

Spring. 4 credits. Undergraduates only.  
J. Siliciano.  
A general education course for students at the sophomore and higher levels. Law is presented not as a body of rules but as a set of varied techniques for resolving conflicts and dealing with social problems. The roles of courts, legislatures, and administrative agencies in the legal process is analyzed, considering also the constitutional limits on their power and practical limits of their effectiveness. Assigned readings consist mainly of judicial and administrative decisions, statutes and rules, and commentaries on the legal process. Students are expected to read assigned materials before each class and to be prepared for participation in class discussion.

**GOVT 316 The American Presidency (also American Studies 316)**

Fall. 4 credits. E. Sanders.  
Analysis of the politics of the presidency and the executive branch with emphasis on executive-legislative relations, executive

branch policymaking, and the problems of the modern presidency.

**GOVT 317 Campaigns and Elections**

Fall. 4 credits. W. Mebane.  
This course examines campaigns and elections, focusing primarily on national elections in the United States. Topics include the relationship between elections and the economy, the weakness of the American party system, voter turnout, individual voting decisions, negative campaigning, and the noncompetitiveness of congressional elections. We examine several theories that explain these phenomena, including in particular the theory of rational choice. Course requirements include one or two papers based on original analysis of election survey data.

**GOVT 318 The American Congress**

Spring. 4 credits. M. Shefter.  
The role of Congress in the American political system. Topics to be discussed: the political setting within which Congress operates, the structure of Congress, the salient features of the legislative process, and recent congressional behavior in a number of policy areas.

**GOVT 320 Public Opinion and Public Choice**

Spring. 4 credits. Prerequisite: Government 111 or permission of the instructor.  
W. Mebane.  
A fundamental paradox in democracy is the fact that a government the people control will only rarely be a government that does what the people want. This is not to say that government NOT by the people is better (it's usually worse). This course explores this problem, contrasting the answers given by the concept of public opinion and the formal theory of social choice. We encounter the paradox in several American political institutions, including elections, legislatures, and bureaucracy.

**GOVT 324 Legal Reasoning and Legal Adaptation: A Comparison of American and Talmudic Law**

Spring. 4 credits. J. Rabkin.  
Legislatures may change old laws to reflect new preferences, but much American law is still adapted to modern challenges by judges invoking old precedents and principles, particularly in fields like family law, the law of contracts, and the law of torts. Talmudic law, which rests on much older principles and precepts and cannot fall back on new legislation to justify change in the modern world, must also be adapted to new circumstances. The rabbinic authorities who seek to apply this law often invoke similar kinds of reasoning as American courts but under peculiar constraints. This course, an unusual venture in comparative law, will focus on characteristic modes of reasoning in each system, rather than attempting any systematic surveys of legal outcomes. Readings will include selections from ancient texts as well as modern decisions and contemporary commentaries. No previous background is required.

**GOVT 327 Civil Liberties in the United States**

Spring. 4 credits. A. Rutten.  
An analysis of contemporary issues in civil liberties and civil rights, with emphasis on Supreme Court decisions. Cases are analyzed in terms of democratic theory and the social and political context in which they arose.

**[GOVT 328 Constitutional Politics: The United States Supreme Court**  
4 credits. Not offered 1996-97.]

**GOVT 353 Feminism Movements and the State (also Women's Studies 353)**

Fall. 4 credits. Permission of the instructor only. Students seeking admission to the course *must* attend first class of the semester. M. Katzenstein.  
This course focuses on women's activism and the American state. The subject emphasis and format (lecture, sections, tutorials) of this course changes each year and is announced on the first day of class. Active class discussion and extensive writing will be encouraged whatever the particular format of this coming year's class organization. Interested students should pre-register (in order that we may estimate possible class number) but final admission to the class is contingent on application to be completed at the first meeting of the class.

**[GOVT 401 Introduction to Science and Technology Policy (also S&TS 431)**  
4 credits. Not offered 1996-97.]

**[GOVT 402 Public Opinion and Mass Political Behavior (also GOVT 702)**  
4 credits. Prerequisite: knowledge of OLS regression. Not offered 1996-97.]

**[GOVT 403 State and Economy in Comparative Perspective**  
4 credits. Not offered 1996-97.]

**[GOVT 404 American Political Development in the 20th Century**  
4 credits. Not offered 1996-97.]

**GOVT 405 Government and the Economy (also GOVT 705)**

Spring. 4 credits. E. W. Kelley.  
What would Adam Smith and Karl Marx consider the causes of such problems as stagflation, an unfavorable balance of trade, the threat of protectionism, the growth of massive public and private sector bureaucracies, and excessive government regulation? What suggestions would they make about remedies? How can we evaluate both their suggestions, and their evidence? Is representative democracy itself part of the problem? Can Woodrow Wilson, Thomas Jefferson, or Grant McConnell help us understand the effects of legislative behavior on economic transactions? This course will use selected works of Smith, Marx, Durkheim, Wilson and more recent authors like Mancur Olson, Bendix, and McConnell. Substantive focus will be on classical political economy; the development of the state; the rise of professions, guilds, and labor unions; regulation and the increased delegation of public authority to private groups. Methodological focus will be on the ways of evaluating both discursive and quantitative evidence for the factual and causal claims of the authors read.

**GOVT 406 Politics of Education (also GOVT 706)**

Fall. 4 credits. E. W. Kelley.  
Education is simultaneously America's biggest business and the institutional process through which skills and values are passed on to the next generation. This course deals with conflicts about, and the politics of, education as they occur at national, state, and local levels. What (including values) will be taught and to whom; who will benefit from formal education as a vehicle for entry into economic opportunity? What are the powers and

restrictions on government in this area? How does the American system differ from other systems? How does educational testing affect equal opportunity to obtain meaningful competencies and jobs?

**GOVT 407 Law, Science, and Public Values (also S&TS 407)**

Fall. 4 credits. S. Jasanoff.

This course explores the varied interactions between science and the legal process that has developed in recent years as a result of attempts to bring greater public accountability to the use of science and technology. It examines the activities of both legislatures and courts in controlling science, and analyzes the values underlying these initiatives. Three major types of science-law interactions for the focus of the course: expert testimony in the courtroom, regulation of hazardous technologies, and legal control of professional standards in science and medicine. Specific topics include the regulation of toxic chemicals and nuclear power, controversies about biotechnology, reproductive technologies, and biomedical research, and scientific misconduct.

**GOVT 408 The Political Theory of Federalism**

Fall. 4 credits. J. Ferejohn.

The course will examine positive and normative theories of federalism making use of historical materials in the development of American institutions as well as comparative historical experiences in Canada and more recent ones in Europe. As part of this effort we shall examine recent normative efforts that have evolved in courts that articulate a central judicial role in maintaining federal arrangements.

**GOVT 409 Racial Prejudice and Racial Intolerance**

Fall. 4 credits. J. Cowden.

This course explores the psychology of intolerance and its implications for the operation of politics in the United States. Readings will include many of the "classics" in political science, psychoanalysis, and social psychology, dating from the 1930s to the present.

**GOVT 410 Legislatures, Courts, and Public Policy**

Spring. 4 credits. A. Rutten.

Courts play a central role in the formulation and enforcement of policy in the United States. However, courts are not all powerful; politicians and bureaucrats have a variety of ways of changing judicial decisions. This course examines judicial control over policy by examining the relations among politicians, bureaucrats, and judges. To do so, we must examine how courts fit into the political process. Among the topics that we will consider are statutory interpretation, administrative procedures, and constitutional review.

**GOVT 413/613 Finance, Federalism, and Politics**

Spring. 4 credits. W. Mebane.

"All politics is local politics," some say. This course gives sustained attention to that proposition. We examine the dependencies which exist in the United States between political outcomes and local economies. Fiscal federalism, the consequences local taxing and spending have for economic growth, the pork barrel, and the effects local economic conditions have on elections are among the topics considered. Theoretical

suggestions from economics and regional science are reviewed, along with research from political science. Students are also introduced to a number of recently organized data collections which offer chances for new, systematic research in this area.

**[GOVT 427 The Politics of Environmental Protection in America**

Not offered 1996-97.

For description, see S&TS 427.]

**GOVT 428 Government and Public Policy: An Introduction to Analysis and Criticism**

Fall. 4 credits. T. J. Lowi.

Government 428 concentrates on history and criticism of U.S. policies and the politics associated with them. Particular attention given to the origins and character of the regulatory state and the welfare state.

**Comparative Government**

Government 131 is recommended.

**GOVT 252 Contemporary Palestinian Society (also NES 298)**

Spring. 3 credits. S. Tamari.

See Near Eastern Studies 298 for description.

**[GOVT 271 Introduction to African Development (also CRP 271 and ASRC 271) @**

3 credits. Not offered 1996-97.]

**[GOVT 325 Eastern Europe**

4 credits. Not offered 1996-97.]

**GOVT 332 Modern European Politics**

Fall. 4 credits. U. Liebert.

This course presents an introduction to politics and political change in Western Europe. It starts from the formation of the European nation-state and the growth of democratic regimes after the French Revolution. It continues with the nature of European systems of government and with the political party system; it then turns to the politics of public policy and to the interaction between policy-makers and societal interest groups. The course ends with an analysis of the interaction between politics and economics in the different countries. The main countries studies are France, Germany, Britain, Italy, and the Scandinavian countries, with the United States used as an external reference point.

**GOVT 333 Government and Politics of the Former Soviet Union**

Fall. 4 credits. V. Bunce.

This course will present an overview of the transition from authoritarianism in post-Soviet Russia, with particular emphasis on distinguishing transitions from left-wing authoritarianism in Latin America, Southern Europe, and Asia. The course will cover: (a) The origins and role of perestroika and communist reformism in the post-Stalin era; (b) the systemic and individual factors which led to the crisis in the Communist Party and the collapse of the Soviet Union; (c) the institutional, ideological, and individual context of Russian politics in the post-coup era; (d) the problems of the development of a "civil society" in the post-communist context, with particular emphasis on the development of a multi-party system, finding new sources of social solidarity in a system still psychologically dependent on Leninist ideology, market reform in a collapsing command economy, and the particular problems of resurgent

nationalism and state-building in the post-communist context.

**GOVT 334 Political Economy of East Asia**

Spring. 4 credits. R. Bullock.

This lecture course examines East Asian political economy in historical and comparative perspective. Central questions include: Why have Japan, South Korea, and Taiwan developed so rapidly in the postwar era? Can we identify an East Asian mode of development? What does the region's growth mean for other countries and for the international economy? Are Southeast Asian countries following a similar trajectory today? Particular topics include Japanese colonialism, industrial policy and its critics, domestic political consequences of rapid growth, political corruption, US-Japan economic conflict, and recent attempts at political-economic liberalization.

**[GOVT 335 America in the World #**

4 credits. Not offered 1996-97.]

**GOVT 340 Latin American Politics @**

Spring. 4 credits. H. Schamisin.

This is the introductory lecture course to the politics of Latin America. The main purpose is to view the region in a conceptual and comparative perspective. Country cases will be introduced to explain the significance of competing theoretical frameworks that have shaped the debate in the field. The class will focus on the political economies of the region to analyze the role of groups and classes under different political regimes and contrasting strategies of development.

**GOVT 342 The New Europe**

Fall. 4 credits. P. Katzenstein.

German unification, the collapse of the Soviet bloc and the accelerating movement toward European unification have focussed attention on the shape and significance of the "New Europe." These changes have fueled both new hope for European democracy and new problems for European integration, as new states join the Union and new strains emerge within it. The course will focus on intergovernmental comparisons of EU member states, on the emerging weight of Germany as the strongest state in the Union, as well as on supranational institutional and political developments in the 1990s.

**[GOVT 344 Government and Politics of Southeast Asia @**

4 credits. Not offered 1996-97.]

**[GOVT 345 Modern European Politics**

4 credits. Not offered 1996-97.]

**GOVT 346 Modern Japanese Politics @**

Fall. 4 credits. R. Bullock.

This course is an introduction to Japanese domestic politics and political economy. Subject matter begins with post-Meiji Japan but focuses on the postwar era. Questions to be explored include: Who rules Japan? How is policy formulated? How do we account for postwar political stability and rapid economic growth? How are opposition interests accommodated or ignored? How is the political system changing today?

**GOVT 347 Government and Politics of China @**

Fall. 4 credits. V. Shue.

An introduction to the main currents in China's domestic politics over the last sixty years. Topics include the revolutionary rise of

communism; Maoism, in theory and in practice; the politics of bitterness during the "Cultural Revolution"; the evolving roles of the party and the military, and of peasants, workers, and intellectuals in the polity; the prospects for democracy, perceived social inequality, violence, corruption, and other pressing problems that have emerged with the reforms under Deng Xiaoping.

**GOVT 349 Political Role of the Military**

Spring. 4 credits. B. Anderson.

Comparative study of the political consequences of the global spread since the early nineteenth century, of professionally officered, industrially equipped militaries. Case studies of selected European, Asian, African, and American states will investigate the relationships of these militaries to nationalism, imperialism, technological innovation, and munitions industries, as well as class, ethnic, and religious conflict. Particular attention will be paid to the peculiarities of the modern military's organizational structure in shaping its political roles.

**[GOVT 350 Comparative Revolutions**

4 credits. Not offered 1996-97.]

**[GOVT 351 India: Social and Economic Change in a Democratic Polity @**

4 credits. Not offered 1996-97.]

**GOVT 354 America in the World Economy**

Spring. 4 credits. P. Katzenstein.

Unemployed auto workers in Detroit and the wood stoves in New England signal an important change in America's relation to the world economy. This course characterizes these changes in a number of fields (trade, money, energy, technology), explains them as the result of the political choices of a declining imperial power that differs substantially for the choices of other states (Japan, Germany, Britain, France, the small European states, and Korea), and examines their consequences for America and international politics.

**GOVT 355 International Relations of the Ancient Near East**

Spring. 4 credits. M. Bernal.

In this course we shall consider a number of international systems in Southwest Asia, Northeast Africa and Southeast Europe during these three millennia. The course will focus on three systems: that of the city states of Mesopotamia and Syria in the 3rd millennium BCE; the concert of powers centered on Egypt in the Late Bronze Age 1500-1200 BCE and the period of Phoenician hegemony 1100-750 BCE. Both internal political structures and external relations will be considered, as well as possible correlations between the two. Attention will also be paid to the importance of the sociology of knowledge in modern studies of these societies and systems.

**GOVT 357 Understanding Russia Today**

Fall. 4 credits. G. Gibian.

For description see, Russ L 330.

**GOVT 358 Modern History of the Middle East: Changing Politics, Society, and Ideas @**

Fall. 4 credits. J. Teitelbaum.

For description, see NES 294.

**[GOVT 430 Democracy, Power, and Economic Reform**

4 credits. Not offered 1996-97.]

**GOVT 431 Model European Union**

Spring. 2 credits. J. Pontusson.

This two-credit course is designed to prepare students to participate in the annual Model European Union Simulation held, on an alternating basis, at SUNY Brockport and in Brussels. The simulation provides an opportunity for participants, representing politicians from the member states of the European Union, to discuss issues and resolutions of current concern to the EU. The preparatory course introduces students to the EU, the country that the Cornell team will represent, and the issues to be discussed at the simulation. A substantial part of travel costs for the Cornell team will be paid by the Institute for European Studies, and course enrollment will be restricted by budgetary considerations. Students enrolled in this course are required to write a research paper.

**GOVT 433 The Politics of Economic Liberalization in the Developing World @**

Fall. 4 credits. H. Schamis.

What drives the current processes of economic liberalization taking place in most of the developing world? What kinds of constraints and opportunities do governments embarked upon such policy reforms face? What types of factors account for their success or failure? What is the relationship between the international dimension of its phenomenon and the domestic political conditions? This seminar addresses these questions by examining the interplay of domestic and international ideas, local and foreign actors, and national and transnational institutions which take part in these processes. The course focuses extensively on, but is not limited to, Latin America.

**GOVT 434 Politics and Society in Modern Italy**

Fall. 4 credits. S. Tarrow.

Italy is a country that political scientists have not known how to understand. Too modern to be considered a "developing country," its reputation for corruption, crime, and inefficiency has led to hesitation about considering it along with the "modern" states of Northern Europe. Yet Italy has one of the five or six most developed industrial economies in the world, is a center for technical and artistic innovation, and is the only state on the Mediterranean that has been functioning uninterruptedly as a parliamentary democracy since the end of World War II. Italy's political system has always been a puzzle and, recently, it imploded upon itself after an outbreak of corruption scandals, Mafia violence, and the collapse of its two main governmental parties. The result has been polarization, polemics and political instability, and a political future that looks highly uncertain. This course will trace the development of Italian politics and society since the fall of fascism, particularly in its relationship to the changes in Italian society, and focussing on the role of its (post) Communist party, the cleavage between North and South, the shape of the political economy and the recent convulsions in the party and electoral systems. Students may take a final examination or write a term paper. Students are not required to read Italian, but those who have completed Italian 314 are welcome to take the course.

**[GOVT 435 Collective Action and Politics in Modern Europe (also History 435)**

4 credits. Not offered 1996-97.]

**GOVT 436 Environmental Politics and Policy**

Fall. 4 credits. R. Herring.

A research-oriented seminar oriented toward theoretical understanding of the intersection of social and natural systems as mediated by the state. Readings and examples will come from both rich and poor societies. Specific topics will include the "tragedy of the commons," biodiversity, international accords affecting the environment and various models of political behavior and the translation of political movements into public law.

**[GOVT 437 Contemporary China: Society and Politics**

4 credits. Not offered 1996-97.]

**GOVT 438 Contemporary China: Political Economy @**

Spring. 4 credits. V. Shue.

Selected readings and in-class discussion of some of the central issues that have been posed by the introduction of 'marketizing' reforms under conditions of continuing communist party dictatorship in China today. Topics include, the political consequences of the move away from central planning of the economy and of China's opening its doors to trade with the world; the changing composition and role of the party; the rise in the power of city and local governments and of the phenomenon of 'local state-corporatism' in the countryside; new problems of governance accompanying the emergence of a private business sector and of a freer labor market; and what is likely to be done about the recent epidemic of economic crimes and political corruption.

**GOVT 439 Japan in International Politics @**

Spring. 4 credits. R. Bullock.

The course focus is how Japan shapes and is shaped by the international environment, with particular emphasis on the post-cold war era. Our approach will be both thematic and institutional. Topics to be discussed include US-Japan trade friction, Japan's investment and ODA in Southeast Asia, and cultural politics and notions of a New Asian Identity.

**GOVT 442 Feminist Politics and Policy in the United States and Europe**

Fall. 4 credits. M. Katzenstein and U. Liebert.

In both Western Europe and the United States, feminist organizational politics as well as policies that support gender equality are simultaneously under siege and yet, in certain ways, still vibrant. Through cross-national comparisons, we hope to assess the ways the strengths and weaknesses of feminist politics and policies can be traced to global processes, and/or to differences in individual state structures and state-society relationships. Our approach in this course is inductive: We begin by highlighting some important similarities and differences in gender policy. We then turn to a comparison of state institutions and an examination of the place of movement politics in the interaction of state and society. Finally, we consider the character and effect of global changes in the form of the internationalization of capital and the rise of global communication and networks.



**GOVT 443 Proseminar in the Politics of South Asia** @

Spring. 4 credits. M. Katzenstein and R. Herring.

This course explores regional politics thematically with an eye to comparative analysis, both within the region and across regions. Prominent themes include:

1) identity politics, including but not limited to ethnic conflict—its social origins, mobilization and political expression; 2) environmental politics and policy—from local to global; 3) development strategies—political sources of intervention and withdrawal of public authority in economic processes; 4) social movements, especially as connected to the above. Theoretically, we are concerned with the structure-agent problem, the material-ideational (or cultural) problematic in explanation, and the logic of comparative analysis: what do we usefully compare to what? Materials and subject matter will be decidedly interdisciplinary. Open to graduate and advanced undergraduate students. Seminar format.

**GOVT 444 Afrocentrism**

Spring. 4 credits. M. Bernal.

The seminar will begin with a survey of African-American writings about African history from David Walker's *Appeal* in 1829 to W.E.B. DuBois's *The Negro* and *Black Folk Then and Now*. We shall then read from the works of "Afrocentrist" writers of history including Chancellor Williams, Yosef ben-Yochanan and Chiekh Anta Diop as well as those of sympathetic scholars such as St. Clair Drake and Shomarka Keita. After examining the historical utility of these writings, we shall turn to Afrocentrism as a social, political, and pedagogical movement reading the works of such figures as Molefi Asante, Charles Finch, Asa Hilliard and Leonard Jeffries. In this section we shall be investigating the relationship of Afrocentrism to more directly political movements as well as the objections to it from those who dislike its neglect of issues of class and gender. In the last section, we shall consider the portrayal of Afrocentrism as a "bogey" discussing selections from the works of Arthur Schlesinger, Dinesh d'Souza, Mary Lefowitz and others.

**GOVT 454 The Herodotean Moment: The Uses and Abuses of "Western Civilization" (also Comparative Literature 454, History 454) #**

4 credits. Not offered 1996–97.]

**GOVT 458 Comparative Democratization**

4 credits. Not offered 1996–97.]

**GOVT 468 Global and Domestic Dimensions of Science and Technology Policy (also S&TS 425)**

4 credits. Not offered 1996–97.]

**Political Theory**

Government 161 is recommended.

**GOVT 260 Social and Political Philosophy (by petition for breadth requirement) (also Philosophy 242)**

4 credits. Not offered 1996–97.]

**GOVT 361 Modern Ideologies: Liberalism and Its Critics #**

4 credits. Not offered 1996–97.]

**GOVT 362 Politics of Sexuality (also Women's Studies 262)**

4 credits. Not offered 1996–97.]

**[GOVT 364 The Selfish Individual and the Modern World**

4 credits. Not offered 1996–97.]

**GOVT 366 American Political Thought from Madison to Malcolm X (also History 316 and American Studies 366) #**

Spring. 4 credits. I. Kramnick.

A survey of American political thought from the eighteenth century to the present. Particular attention will be devoted to the persistence of liberal individualism in the American tradition. Politicians, pamphleteers and poets will provide the reading. The professor offers insightful historical and social context.

**GOVT 368 Global Climate and Global Justice (also Philosophy 368)**

Fall. 4 credits. H. Shue.

On-going international negotiations under the *Framework Convention for Climate Change*, adopted to deal with "global warming," are producing conflicts between rich and poor states, and between oil-producers and oil-consumers, about who ought to bear which proportion of the costs of any economic changes necessary either to slow the predicted rate of climate change or to adapt to rapid change. What is fair when rich and poor cooperate to deal with a common but long-term threat? This course critically examines a variety of views about international and intergenerational justice.

**[GOVT 369 Introduction to Feminist Political Thought (also Women's Studies 269)**

4 credits. Not offered 1996–97.]

**[GOVT 370 Political Theory and Cinema**

Not offered 1996–97.

For description, see GERST 330.]

**[GOVT 375 Visual Culture and Social Theory (also ART H 370 and Comp. Lit. 368)**

4 credits. Not offered 1996–97.]

**[GOVT 376 Rethinking Marx**

4 credits. Not offered 1996–97.]

**GOVT 377 Concepts of Race and Racism**

Spring. 4 credits. A. M. Smith.

This course examines race and racism from a political theory perspective. We will discuss the different types of racism: traditional racism, "new" cultural racism, and neo-conservative racism. We will then examine various radical approaches to anti-racism: Marxism, civil rights, black power, colonization theory, domestic underdevelopment theory, Omi and Winant's racial formation framework and women of color feminist theory. In final section of the course, we will discuss the significance of race in contemporary American politics. Topics may include immigration, multiculturalism, and affirmative action.

**GOVT 461 Disciplining Walter Benjamin (also Soc Hum 403)**

Fall. 4 credits. S. Buck-Morss.

Walter Benjamin's writings on the experience of modernity demonstrate the arbitrariness of disciplinary boundaries on the one hand, and the richness of their perspectival variations on the other. Are his writings radicalizing the disciplines, or are the disciplines robbing his writings of their radical intent? We will read texts by Benjamin and contemporary texts about them.

**[GOVT 462 Modern Political Philosophy**

R. Miller. Not offered 1996–97.  
For description, see PHIL 346.]

**[GOVT 463 Politics of Contemporary Feminist Theory**

4 credits. Not offered 1996–97.]

**[GOVT 466 Feminism and Gender Discrimination**

4 credits. Not offered 1996–97.]

**GOVT 467 Freedom and Slavery (also Soc Hum 415)**

Spring. 4 credits. S. Buck-Morss.

This course examines the development of the European idea of freedom within the context of the European institutionalization of slavery, in order to reveal how the theory of freedom and the practice of slavery were inextricably connected. Readings in philosophy, history, critical theory, and cultural studies.

**[GOVT 468 Global and Domestic Dimensions of Science and Technology Policy**

4 credits. Not offered 1996–97.]

**[GOVT 469 Limiting War**

Not offered 1996–97.]

**[GOVT 470 Anthropology-Theory-Politics-Performance (also Anthropology 470)**

4 credits. Not offered 1996–97.]

**[GOVT 473 Marx, Nietzsche, Freud (also German Studies 415)**

4 credits. Not offered 1996–97.]

**GOVT 474 Community, Nation, and Morality**

Spring. 4 credits. N. Hirschmann, R. Miller, and H. Shue.

Although the moral point of view is often taken to transcend ties to particular groups, actual political choices often express the choosers' ties to a nationality, state, community, religion, or racial or ethnic group. To what extent are such choices morally legitimate? Do such choices, located in particular identities, conflict with universalist moral principles, e.g., principles requiring equal respect for all? Our discussions will include such topics as: the role of community in liberalism and in critiques of liberal individualism; the nature of nationality and community and their role in both individual identity and political justice; multiculturalism and separatism, including specific issues of race, gender and sexuality; the moral status of patriotism; justice and international inequality. Readings will include work by Taylor, Rawls, Sandel, Crenshaw, Gilligan, Okin, MacIntyre, Nagel, Kymlicka, West, David Miller, and the instructors. The course will have a seminar format. It is intended for both advanced undergraduates and graduate students.

**International Relations**

Government 181 or 281 is recommended.

**GOVT 294 Global Thinking**

Fall. 4 credits. H. Shue.

The analysis taught in this course is global in two different respects: international subjects and interdisciplinary methods. We look in detail at two of the most important and most difficult issues facing international society, devoting approximately half the course to each case: (1) when, if ever, should other nations intervene militarily into ethnic conflict like that in Bosnia? and (2) what, if anything, should industrialized nations and industrializ-

ing nations respectively do to reduce the emissions that promote climate change? On military intervention, we bring together political science, law, and ethics; on climate change we bring together atmospheric chemistry, economics, and ethics. The course is team-taught by five leading faculty researchers from the fields listed.

**[GOVT 380 The Politics of German Unification]**

4 credits. Not offered 1996-97.]

**[GOVT 381 The Politics of Defense Spending]**

4 credits. Not offered 1996-97.]

**GOVT 382 International Relations of East Asia @**

Spring. 4 credits. T. Christensen.

This open lecture class is offered as an alternative to Government 482, a limited-enrollment, advanced seminar with the same title. The course will discuss Japanese imperialism in the 1930s, the Cold War in Asia, and regional affairs in the post-Cold War era. The lectures will present and test competing explanations for the behavior of the great powers and local actors in the region. We will analyze the links between the security and economic components of foreign relations. We will also analyze how regional subsystems influence each other by exploring the connections between the Cold War in Europe and the Cold War in East Asia. The course will conclude with a discussion of how the demise of the Soviet Union and the rise of China may alter future regional dynamics. This course is open to all undergraduates except those who have taken or intend to take Government 482. Graduate students must obtain the instructor's permission to attend this class.

**[GOVT 383 Theories of International Relations]**

4 credits. Not offered 1996-97.]

**[GOVT 384 War and Peace in the Nuclear Age (also Physics 208)]**

4 credits. Not offered 1996-97.]

**[GOVT 385 American Foreign Policy]**

4 credits. Not offered 1996-97.]

**[GOVT 388 International Political Economy]**

4 credits. Not offered 1996-97.]

**GOVT 389 International Law**

Fall. 4 credits. Staff.

Characteristics of international law; its theoretical foundations, principles, processes, and relationship to international politics. Emphasis on law-in-action. Attention to both traditional problems (intervention, coercion, and the scope and limits of adjudication) and contemporary trends and processes (arms control, outer space, exploitation of seabed resources, the individual in international law, and cooperative patterns of socioeconomic relations at global and regional level). Content may vary according to international events.

**[GOVT 391 Chinese Foreign Policy @]**

4 credits. Not offered 1996-97.]

**GOVT 392 International Relations of the Middle East (also NES 395) @**

Fall. 4 credits. S. Telhami.

This course will examine patterns of international relations in the Middle East in the twentieth century, with special reference to

the Arab-Israel and Iran-Iraq conflicts. These conflicts will be treated as part of a Middle East system, whose other main elements are the interaction between domestic and external politics, inter-Arab relations, and the involvement of extraregional powers.

**[GOVT 393 Introduction to Peace Studies]**

4 credits. Not offered 1996-97.]

**GOVT 394 Comparative Foreign Policy**

Spring. 4 credits. M. Evangelista.

This course explores the sources of differences in foreign-policy processes and outcomes between and within states. One school of thought holds that differences in the characteristics of the countries in question (large versus small, democratic versus authoritarian, industrialized versus developing, etc.) lead to differences in their foreign policies. Another argues that the important differences are not so much between countries as between "issue-areas," for example, military policy versus trade policy. In this course, students will evaluate the competing explanations by looking at a number of aspects of foreign policy—including diplomacy, strategy, economic policy, and alliance policy—in several areas and historical cases: the World Wars, the Cold War, arms races, North-South political and economic relations, foreign economic policies of advanced industrial, state-socialist, and developing countries. We will attempt to understand why some states are more successful than others in achieving the main goals of foreign policy: security and prosperity.

**GOVT 395 Palestinian Nationalism (also NES 399)**

Spring. 4 credits. Prerequisites: NES 294 or Govt 358 or permission of the instructor. J. Teitelbaum.

A survey of the development of Palestinian nationalism from the late Ottoman period until the current peace process. Special emphasis will be placed on the manner in which domestic and international political processes, along with social and economic factors, contributed to the crystallization of a sense of a separate and unique Palestinian identity and consciousness. Readings will include selections from Palestinian literature in English translation.

**[GOVT 396 The Past as Prelude? (also History 352)]**

4 credits. Not offered 1996-97.]

**[GOVT 398 North-South Relations]**

4 credits. Not offered 1996-97.]

**[GOVT 399 International Relations of the Former Soviet Union]**

4 credits. Not offered 1996-97.]

**GOVT 475 Topics in International Political Economy: Money and Finance**

Fall. 4 credits. J. Kirshner.

Government 475 is a topical seminar which focuses on a different aspect of international political economy each time it is offered. The goal of the course is to explore the historical and theoretical background of a particular issue or controversy and consider the implications of that analysis for the contemporary system. In Fall 1996 the focus will be on money and finance.

**[GOVT 482 International Relations of East Asia @]**

4 credits. Not offered 1996-97.]

**GOVT 483 The Military and New Technology (also S&TS 483)**

Spring. 4 credits. J. Reppy.

In conventional wisdom, military organizations are seen paradoxically both as inflexible institutions and as proponents and consumers of rapid technological change. In this seminar we will examine changes over time in the attitude of the military toward new technology and analyze competing explanations for these changes. Readings will include Michael Howard, *War and European History*; John Ellis, *The Social History of the Machine Gun*; and Donald MacKenzie, *Inventing Accuracy: An Historical Sociology of Nuclear Missile Guidance*.

**[GOVT 489 International Law and Regime Development]**

4 credits. Not offered 1996-97.]

**GOVT 491 Conflict, Cooperation, and Norm: Ethical Issues in International Affairs**

Fall. 4 credits. M. Evangelista.

This course examines current and historical issues in international relations from the perspective of international law, norms, and ethics. We develop general principles and concepts, such as "just war," "national interest," and "human rights," and apply them to real-world situations. Most of the focus of the course is on particular cases that involve legal and ethical issues: violations of human rights and genocide; war crimes; military intervention; economic sanctions; environmental degradation; economic injustice. The first part of the course examines these issues using examples from 20th century international affairs, including recent events. The second part focuses on current issues that pose ethical problems for the foreign policy of the United States: internal violence and human rights abuses in the former Yugoslavia and former Soviet Union; indigenous uprisings in Mexico and their relation to U.S. foreign economic policy; the appropriate U.S. response to situations in countries such as Haiti, Nigeria, and China.

**Honors Courses**

Each April a limited number of junior majors are admitted to the honors program, their work to begin the following fall. Application forms and a full description of the program may be obtained in 125 McGraw Hall.

**GOVT 492 Empirical Research**

Spring. 4 credits. U. Liebert.

Introduces several theoretical models often used to represent political situations and actions, and some basic methods for assessing how well the theories that motivate the models explain actual events (or non-events). Examines the connections between ideas, arguments, models, data and evidence about politics. Intended primarily for well-prepared juniors and exceptionally advanced sophomores interested in completing a large-scale research project in political science, such as an honors thesis. Previous work in social theory, logic, or statistics would be helpful but his not necessary.

**GOVT 494 Honors Seminar: Thesis Clarification and Research**

Fall. 4 credits. E. Sanders.

Each student works individually with a faculty member. The student initiates the tutorial by interesting a faculty member in his or her likely thesis project and by submitting to the director of undergraduate studies a form outlining the general area the thesis will treat and bearing the faculty tutor's signature. This form is due the third week of classes. The tutorial culminates in a ten-to-fifteen-page paper setting forth the central questions to be addressed by the thesis, the state of existing knowledge regarding those questions, and why they matter.

**GOVT 495 Honors Thesis: Research and Writing**

Spring. 4 credits. Limited to students who have successfully completed Government 494.

Students continue the work of the preceding semester typically with the same faculty tutor. Research on the thesis is completed and writing begun. The tutorial culminates in a thesis of some sixty to eighty pages. The grade for the tutorial is determined by the faculty tutor, while the degree of honors (if any) awarded the thesis is decided by a committee of faculty members established for that purpose.

**Independent Study**

Independent study, Government 499, is a one-on-one tutorial which is arranged by the student with a faculty member of their choosing. Government 499 is open to government majors doing superior work, and it is the responsibility of the student to establish the research proposal and to find a faculty sponsor. Applicants for independent study must present a well-defined program of study that cannot be satisfied by pursuing courses in the regularly scheduled curriculum. No more than 4 credits of independent study may count toward fulfillment of the major. Students who elect to continue taking this course for more than one semester must select a new theme or subject each semester. Credit can be given only for work that results in a satisfactory amount of writing. Emphasis is on the capacity to subject a body of related readings to analysis and criticism. Keep in mind that independent study cannot be used to fulfill the seminar requirement. The application form for Independent Study is available in 125 McGraw Hall and must be completed at the beginning of the semester in which the course is being taken.

**GOVT 499 Readings Fall or spring.**

Fall or spring. 1-4 credits.

**Graduate Seminars**

Qualified undergraduates are encouraged to apply for seminars listed with 600 course numbers but may only register with the permission of the instructor. Students may consult the supplement that lists graduate courses, available in the department office.

**Field Seminars****GOVT 603 Field Seminar in American Politics**

Spring. 4 credits. E. Sanders.

The basic issues and institutions of American government and the various subfields of American politics are introduced. The focus is on substantive information and theoretical

analysis and problems of teaching and research.

**GOVT 606 Field Seminar in International Relations**

Fall. 4 credits. S. Telhami and M. Evangelista.

A general survey of the literature and propositions of the international relations field. Criteria are developed for judging theoretical propositions and are applied to the major findings. Participants will be expected to do extensive reading in the literature as well as research.

**GOVT 607 The Western Political Tradition: A Survey**

Spring. 4 credits. N. Hirschmann.

An introduction to political theory through a reading of selected classics in political thought from Plato to Marx.

**Methodology****GOVT 601 Scope & Methods of Political Analysis**

Fall. 4 credits. W. Mebane.

This course introduces the major analytical approaches used in contemporary political science research. We touch on broad philosophical issues concerning the nature of theory and inference, the practices of cultural and historical interpretation, and the relevance of moral values and political commitments. Several kinds of research designs, including comparative case study and quasi-experimentation, are briefly examined. The basic analytical ideas involved in statistical methods such as sampling and regression analysis are introduced, as are the basic concepts of the theory of collective choice and the elementary methods of applied game theory.

**GOVT 602 Field Seminar in Political Methodology**

Spring. 4 credits. J. Cowden.

This course introduces the quantitative methods most often used in contemporary political science research. We cover applied sampling and basic survey design, categorical data analysis, and basic regression analysis. The statistical methods are treated in conjunction with the problems of research design that most commonly arise in political science applications. Attention is given to the conventions accepted in political science for how a statistical analysis should be conducted, and the results interpreted. A good basic course in probability and statistics is desirable, though not necessary, prior preparation. Enrollment by interested undergraduates is encouraged.

**GOVT 605 Comparative Methods**

Fall. 4 credits. J. Pontusson and H. Schamis.

An introduction to selected theoretical problems in the study of comparative politics and to their application in empirical analysis. Basic problems are social class and politics, authority and legitimacy, participation and mobilization, economic development and democracy, authoritarian and totalitarian politics, corporatism and pluralism, nation building and political integration.

**GOVT 608 Normative and Interpretive Methodologies**

Spring. 4 credits. A. M. Smith and Staff.

This course will present various normative and interpretive methodological approaches to issues in political science. Though the specific focus of the course will vary

depending on the interests of the instructor, the general orientation of the seminar will be to expose students to the role of hermeneutic techniques and qualitative criticism in political analysis. This course will fulfill departmental requirements for the second methodology course.

**[GOVT 610 Formal Theory and Modelling]**  
4 credits. Not offered 1996-97.]**American Government and Institutions****GOVT 609 Political Parties and Elections**

Fall. 4 credits. M. Shefter and J. Cowden.

This graduate seminar examines changes in the character of political parties and the behavior of the electorate. It also considers the changing relationship between political parties and elections, on the one hand, and other political processes and institutions, on the other.

**[GOVT 612 American Political Development II: Social Movements and State Expansion in the Twentieth Century]**  
4 credits. Not offered 1996-97.]**GOVT 613/413 Finance, Federalism, and Politics**

Spring. 4 credits.

See Government 413 for description.

**[GOVT 615 State and Economy in Comparative Perspective]**  
4 credits. Not offered 1996-97.]**[GOVT 618 Feminist Jurisprudence]**  
4 credits. Not offered 1996-97.]**[GOVT 619 Social Movements, the State, and Public Policy]**  
4 credits. Not offered 1996-97.]**GOVT 620 The United States Congress**

Fall. 4 credits. R. Bensel.

The United States Congress will be examined: first, as a "closed system" in which institutional arrangements decisively apportion political power; and, second, as the product of electoral and social forces outside the institution. Emphasis will be placed on the historical relationship between institutional growth and state formation, parliamentary rules as both arrangements within which the "rational choices" of legislators are played out and as deliberate, constructions and allocations of political influence, and the use of legislative behavior as evidence in the analysis of fundamental principles of politics. Because the literature on the lower chamber is generally more rich, the House of Representatives will receive greater attention than the Senate.

**[GOVT 622 The Political Economy of American Development]**  
4 credits. Not offered 1996-97.]**[GOVT 623 The Politics of Courts]**  
4 credits. Not offered 1996-97.]**[GOVT 624 American Political Organizations, Institutions, and Party Systems]**  
4 credits. Not offered 1996-97.]**[GOVT 629 Cleavages and Coalitions in Contemporary American Politics]**  
4 credits. Not offered 1996-97.]**GOVT 641 Positive Theory of Politics**

Fall. 4 credits. A. Rutten.

In order to cooperate with each other, people must develop some method of making and

enforcing collective decisions. This course examines several solutions to this problem. The first is anarchy, or statelessness, in which there is no specialized body charged with enforcement. The bulk of the course will focus on societies in which political decisions are enforced centrally by the state. We will give special attention to the use of constitutions to control the state. The material in the course will be both theoretical and historical.

**[GOVT 702 Public Opinion and Mass Political Behavior (also GOVT 402)]**

4 credits. Prerequisite: knowledge of OLS regression. Not offered 1996-97.]

**GOVT 703 Political Economy**

Spring. 4 credits. R. Bensel and J. Kirshner.

This course will undertake a general survey of the classical and modern theories of political economy. The works of Smith, List, Marx, Weber, Keynes, Shumpeter, Hayek, and Friedman, among others, will be studied and placed within the context of the history and evolution of the thought, practice, and method of the field.

**GOVT 705/405 Government and the Economy**

Spring. 4 credits. E. W. Kelley. See Government 405 for description.

**GOVT 706 The Politics of Education**

Fall. 4 credits. E. W. Kelley. See Govt 406 for description.

**Public Policy**

**[GOVT 626 Workshop on Law, Science and Technology (also S&TS 626)]**

4 credits. Not offered 1996-97.]

**Comparative Government**

**GOVT 633 European Party Systems and Political Change**

Spring. 4 credits. U. Liebert.

This course is an analysis of West European party systems and major changes in voting behavior with a particular emphasis on the (re)emergence of far right parties in the 1980s and 1990s. The course is organized in two parts. First, there will be a discussion of various concepts and approaches to the study of party systems and electoral change (cleavage theory, realignment, value change, etc.). Second, with the help of these theoretical instruments, the rise of new (or old) far right parties and their effect on the party systems in Western Europe will be analyzed in several case studies.

**GOVT 634 Genetic Engineering: Politics and Society in Comparative Perspective**

Spring. 4 credits. S. Hilgartner. See S&TS 645 for description.

**GOVT 639 Studying Political Culture**

Fall. 4 credits. V. Shue.

Selected readings deploying a range of differing approaches to the study of the relations between culture and politics. Discussion of central methodological and interpretive questions including the linkage of cultural with structural explanations and the framing of informative comparisons across cultures. Readings and discussion focused on, but not confined to, Asian examples.

**GOVT 642 Comparative Political Economy: East and Southeast Asia**

Fall. 4 credits. R. Bullock.

This seminar focusses on the political economy of rapid growth in postwar Japan, South Korea, and Taiwan. Seminar themes include: Japanese colonial legacies; contending models of East Asian economic success; international implications of rapid growth; the "Japanese model of development" and regional variance; one-party conservative rule; structural corruption and political scandal; ongoing efforts at political-economic liberalization; and Southeast Asian cases as second-generation NICs.

**[GOVT 644 Sociotechnical Aspects of Irrigation]**

Not offered 1996-97.

For description, see AG EC 754.]

**GOVT 645 Chinese Politics**

Spring. 4 credits. V. Shue.

Review and assessment of several of the major currently competing approaches to the study of Chinese politics. Discussion and evaluation of leading works in the field analyzing Chinese state and society, policymaking and policy implementation, bureaucratic politics, elite political culture, and political economy. Special attention to problems of research and interpretation.

**[GOVT 647 Political Anthropology: Southeast Asia]**

4 credits. Not offered 1996-97.]

**[GOVT 648 Political Economy of Change: Rural Development in the Third World]**

4 credits. Not offered 1996-97.]

**[GOVT 649 Agrarian Political Economy: Land, Labor, and Nature]**

4 credits. Not offered 1996-97.]

**[GOVT 652 Southeast Asia Seminar: The Philippines (also Asian Studies 601)]**

4 credits. Not offered 1996-97.]

**GOVT 653 The Plural Society Revisited (also Asian Studies 602 and 607)**

Spring. 4 credits. B. Anderson.

John Furnivall's concept, invented 40 years ago, posited colonial society as one in which race (and ethnicity), class, occupation, and residence were distributed more or less isomorphically. The seminar will review the utility of the concept in the light of subsequent research on colonial Asia, and its applicability to developments since the achieving of independence. It will also consider the relevance of the concept to (uncolonized) modern Thailand. The core problematic will be in the relationship between classification (naming) and power.

**[GOVT 655 Women, Politics, and Policies in Europe]**

4 credits. Not offered 1996-97.]

**[GOVT 656 Comparative Political Economy]**

4 credits. Not offered 1996-97.]

**GOVT 657 Comparative Democratization**

Spring. 4 credits. H. Schamis.

This course will focus on the transition from authoritarian to liberal politics in Eastern Europe and in Latin America. Particular attention will be paid to Poland, Hungary, Russia as well as Argentina, Brazil, and the not-necessarily-transitional Mexico. During the course, we will also bring in a variety of other cases of recent democratization—in particular, Spain, Portugal, Italy, and Greece. Our focus will be equally divided between the

empirics of these transitions and theoretical understandings of transitions to democracy.

**GOVT 660 Globalization and Social Movements**

Fall. 4 credits. S. Tarrow.

This is a research seminar on the relationships among politics, organized social movements, and periods of mass mobilization like those that swept through Western Europe and the U.S. in the 1960s and in Eastern and Central Europe today. The course begins with a theoretical introduction to major approaches to social movements and collective action, concentrating on the factors that induce masses of people to adopt disruptive forms of collective action. It moves from there to a historical section focusing on cycles of protest in the recent and not-so-recent past. It continues with case materials that illustrate a series of theoretical problems in the study of movements and collective action—particularly that of the relations between protest and reform. Students will write term papers on particular cycles of protest and reform.

**GOVT 692 The Administration of Agricultural and Rural Development**

Spring. 4 credits. N. Uphoff.

For description, see INTAG 603.

**Political Theory**

**[GOVT 663 Political Theories of Power]**

4 credits. Not offered 1996-97.]

**[GOVT 664 Contemporary Democratic Theory]**

4 credits. Not offered 1996-97.]

**GOVT 665 American Political Thought: From Madison to Malcolm X**

Spring. 4 credits. I. Kramnick.

This seminar will trace developments and tendencies in American political thought from the eighteenth century to the present. It will examine individual thinkers, like Jefferson, Calhoun or Dewey, movements like Anti-Federalism, Social Darwinism and Progressivism, and themes of political culture like racism, sexism, class policies, and religion. The seminar will presume a basic familiarity with American history.

**[GOVT 669 Modern Social Theory I]**

4 credits. Not offered 1996-97.]

**[GOVT 670 Modern Social Theory II]**

4 credits. Not offered 1996-97.]

**GOVT 671 Graduate Seminar in Feminist Political Theory**

Fall. 4 credits. N. Hirschmann.

This graduate seminar will examine contemporary feminist theory from the perspective of political theory. We will study the work of feminist theorists who work specifically within the discipline of political science, as well as the specifically political dimensions of work not generally considered political theory. Though particular readings and topics will change from year to year in response to the most recent literature, in general the course will focus on questions of epistemology and methodology as a way to explore a variety of issues of relevance to feminism as an academic, intellectual, and political enterprise. The course is open to undergraduates who have taken Government 463 or other courses in feminist theory, with permission of the instructor.



**[GOVT 672 Theories and Policies of Feminist Issues]**

4 credits. Not offered 1996-97.]

**[GOVT 674 Theory and Practice of Nationalism]**

4 credits. Not offered 1996-97.]

**[GOVT 675 Gramsci and Cultural Politics (also German Literature 685)]**

4 credits. Not offered 1996-97.]

**International Relations****[GOVT 683 Foreign Policy Analysis]**

4 credits. Not offered 1996-97.]

**GOVT 685 International Political Economy**

Spring. 4 credits. P. Katzenstein.

An exploration into a range of contemporary theories and research topics in the field of international political economy. The seminar will cover different theoretical perspectives and a number of substantive problems.

**[GOVT 686 International Strategy]**

4 credits. Not offered 1996-97.]

**[GOVT 687 International Environmental Policy]**

Not offered 1996-97.]

**GOVT 688 Political Economy and National Security**

Fall. 4 credits. J. Kirshner.

This seminar considers the relationship between economics and national security. Specific topics will change from year to year, but will typically include the following: the economic foundations of power, economic coercion, the economic roots of conflict, and the ways in which structural changes in the international economy shape and limit state authority.

**[GOVT 689 International Security Politics]**

4 credits. Not offered 1996-97.]

**[GOVT 691 Normative Elements of International Relations]**

4 credits. Not offered 1996-97.]

**GOVT 694 Research Design and Grant Writing**

Fall. 4 credits. M. Evangelista.

This course is intended as a follow-up to the field seminars for students who are close to or in the midst of designing a dissertation project. We revisit key issues of research design and method; we seek to identify what constitutes a good, manageable research question; to learn how to place it within the relevant literature and debates in the field; and to persuade someone to fund our research. We begin with general issues of epistemology and logic of inquiry. Then we consider the merits of various research designs in the context of specific examples of published work in several subfields. Students will review successful and unsuccessful grant proposals; will hear presentations from faculty members of their own experiences with grant-seeking; will learn the nuts and bolts of writing proposals directed toward such foundations as the SSRC, NSF, MacArthur, and others; and will present drafts of their own dissertation grant proposals and receive constructive advice from members of the class, and, perhaps, outside reviewers.

**Independent Study**

This course is *NOT* open to undergraduates. Undergraduates wishing to conduct supervised study should register for Government 499.

**GOVT 799 Independent Study**

Fall or spring. 4 credits.

Government 799 is a course of individualized readings and research for graduate students. Topics, readings, and writing requirements will be designed through consultation between the student and the instructor. Graduate students in government who are looking to use this as an option to fulfill their course requirements should check with their chairs to be certain that the program of study is acceptable for this purpose. Applications must be completed and signed by the instructor and by the chairs of their special committees. They are available from, and must be returned to, the graduate secretary in 125 McGraw Hall.

**GREEK**

See Department of Classics.

**HEBREW**

See Department of Near Eastern Studies.

**HINDI-URDU**

See Modern Languages under Languages and Linguistics.

**HISTORY**

M. B. Norton, acting chair; D. Usner, graduate faculty representative; M. Washington, director of undergraduate studies; G. C. Altschuler, D. A. Baugh, S. Blumin, T. Borstelmann, S. Cochran, P. R. Dear, S. Greene, P. Holquist, I. Hull, P. R. Hyams, J. J. John, C. Kammen, M. Kammen, S. L. Kaplan, J. V. Koschmann, D. C. LaCapra, W. F. LaFeber, R. L. Moore, J. M. Najemy, G. Okinhiro, C. Peterson, W. M. Pintner, J. R. Piggott, R. Polenberg, W. B. Provine, M. Roldán, T. Shiraishi, J. H. Silbey, G. Sreenivasan, M. Steinberg, B. Strauss, R. Weil, J. H. Weiss, D. Wyatt

Emeritus: K. Biggerstaff, P. W. Gates, F. Somkin, B. Tierney, O. W. Wolters

The popularity of history among Cornell students is due to its usefulness as preparation for graduate, professional, or law school and for any career that requires critical thinking and good writing; the reputation of the faculty for scholarship, teaching, and advising; and most of all, the intrinsic interest of the discipline. A wide variety of introductory and advanced courses is offered. The department is particularly strong in ancient, medieval, and modern European history; in American, Latin American, and Asian history; and in the history of science.

**The Major**

To complete the history major, a student must fulfill the requirements listed below:

Entry requirement: completion of *any* two History courses excluding Freshman Writing Seminars.

- 1) Take history department courses totaling 40 credits and complete all these courses with a grade of C or better. (Courses taken for entry may count towards to 40 credits.)
- 2) Of the courses totaling 40 credits, take a minimum of:
  - a. 16 credits outside of American history and
  - b. 12 credits in history before 1800.

Courses used to fulfill Requirement (1) above may also be used to fulfill Requirement (2), in respect both to (a) and (b) if applicable. A course in American history before 1800 may be used to fulfill Requirement (2b). A course before 1800 in a field other than American history can be used toward fulfillment of both Requirements (2a) and (2b).
- 3) Of the courses totaling 40 credits, take at least one 400-level seminar. Appropriate seminars may be used to fulfill Requirements (2a) and (2b).

**Honors**

The history department offers an honors program for students who wish to research and write a thesis during their senior year. In addition to writing the thesis, honors students must maintain a 3.5 average in their history courses, take the Honors Proseminar (History 400) plus an additional 400-level seminar, preferably during their junior year, and complete 44 credit hours in history. During the second term of sophomore year or early in junior year, interested students should speak to a faculty member or faculty adviser about the honors program.

Before the beginning of senior year, the candidate presents in conversation or in writing a thesis proposal to an appropriate member of the faculty. The faculty member who approves the proposal ordinarily becomes the thesis supervisor. If for any reason it is necessary to change supervisors, this arrangement should be confirmed no later than the fourth week after the beginning of the candidate's senior year.

Honors candidates should register in History 401, Honors Research, with their supervisors. Any exceptions to this must be approved by the Honors Committee. History 401 is a 4-credit course that permits honors candidates to conduct research and to begin writing the honors essay. At the end of the first semester of the senior year, as part of the requirements for History 401, the student submits to the supervisor a ten-to-fifteen page overview, or, alternatively, a preliminary draft of some part of the thesis along with an outline of the whole and meets with a committee consisting of the student's supervisor and one other department member who will eventually serve as a reader of the thesis. That committee then recommends whether the student may proceed to enroll in History 402, Honors Thesis, during the final semester of the senior year. History 402 is a 4-credit course that permits honors candidates to complete the honors essay and to demonstrate their understanding of the ways in which the themes explored in the thesis fit into a larger historical context.

The completed thesis is evaluated by three readers, including the two faculty members who administered the preliminary oral interview in December.

The text of the honors essay may not exceed sixty pages except by permission of the chair of the honors committee and the student's supervisor. Two copies are due during the third or fourth week of April. In May each honors candidate is given an oral examination administered by the supervisor and the examination focuses on the specific issues of the essay as well as the specific subfield of history in which the student has conducted research (e.g., Periclean Athens, seventeenth-century science, nineteenth-century America).

To qualify for a bachelor of arts degree with honors in history, a student must (1) sustain at least a B+ cumulative average in all history courses and (2) earn at least a cum laude grade on the honors essay and on the oral examination.

**Cornell-in-Washington Program.** History majors may apply to the Cornell-in-Washington program to take courses and undertake a closely supervised externship during a fall or spring semester.

## Course Offerings

Comparative history

History of science

American history

Latin American history

African history

Asian history

Near Eastern history

Ancient European history

Medieval, Renaissance, and early modern European history

Modern European history

Honors and research courses

## Course Numbering System

100-level courses are very general introductory courses (like 151-152, 190-191) and freshman writing seminars.

200-249-level courses are similar to freshman writing seminars, except that there is greater emphasis on subject matter and less on writing.

250-299-level courses have no prerequisites and admit freshmen. They cover a relatively broad geographical area, period of time, or subject.

300-399-level courses may have specified prerequisites or deal with more-specialized subjects than do those numbered 250-299. Admission of freshmen varies from course to course and is indicated in the course descriptions.

400-499 are upper level undergraduate courses.

600-699 and 700-799 are graduate level courses.

## Comparative History

### [HIST 274 Foodways: A Social History of Food and Eating #

Fall. 4 credits. Not offered 1996-97.

S. L. Kaplan.

An interdisciplinary examination of the validity of the adage "man is what he eats." Among the topics: food and nutrition, food and social structure, the politics of food control, food and modernization, taste making, and food in religion and literature. Cases will be drawn widely across space and time, from Pharaoh's Egypt to the 1980s.]

### [HIST 360 Early Warfare, East and West #

Fall. 4 credits. C. Peterson.

A study of the principal modes of warfare found both in the East and the West from ancient times up to the eighteenth century. Tactical evolution and the impact of innovations are stressed, but attention is also paid to the general social and cultural background and the role of nonmilitary factors.

### [HIST 370 Resistance and Adaptation: Native American Responses to the Conquest #

4 credits. Not offered 1996-97. Next offered 1997-98. M. Roldan, D. Usner.]

### [HIST 380 Social History of Western Technology #

4 credits. Not offered 1996-97. Next offered 1997-98. J. Weiss.

For description, see History of Science.]

### [HIST 393 Images of Humanity in Medieval China (also Asian Studies 393) @ #

Fall. 4 credits. Prerequisite: any course on premodern China or Chinese religions, or permission. Not offered 1996-97. C. Peterson.]

### [HIST 405 Population and History #

4 credits. Open to sophomores. Not offered 1996-97. Next offered 1997-98. S. L. Kaplan.]

### [HIST 409 Seminar on Work in Europe and America #

Fall. 4 credits. Not offered 1996-97. Next offered 1997-98. S. L. Kaplan.

A comparative study of the meaning of work in different societies from premodern times to the present. Emphasis on the "representations" of work of the actors themselves who worked, as well as of those who for various critical reasons did not work. The seminar will examine not only ideology but also the organization, practice, and physical place of work. It will explore theory as well as "cases," and draw on anthropological and sociological as well as historical materials.]

### [HIST 432 The City in History: Europe and America #

Spring. 4 credits. Prerequisite: permission of instructor. S. Blumin.

Reading and discussion of significant interpretations of the rise, role, and character of cities in medieval and early modern Europe and in modern Europe and America. Individual research projects.

### [HIST 451 Lord and Peasant in Europe: A Seminar in Social History #

4 credits. Prerequisite: permission of instructor. Not offered 1996-97. Next offered 1998-99. S. L. Kaplan.]

### [HIST 454 The Herodotean Moment: The Uses and Abuses of "Western Civilization" (also Government 454) #

Spring. 4 credits. Limited to 20 students. Prerequisite: permission of instructor. Not offered 1996-97. Next offered 1997-98. J. Najemy, M. Bernal.

For description, see Govt. 454.]

## History of Science

### [HIST 250 Technology in Western Society (also Engineering General Interest 250, Electrical Engineering 250, and Science and Technology Studies 250)

Fall. 3 credits. R. Kline.

For description, see ENGRG 250.

### [HIST 281 Science in Western Civilization (also Science and Technology Studies 281) #

Fall. 4 credits. History 281 is not a prerequisite to 282. P. R. Dear.

This course aims to make comprehensible both to science majors and to students of the humanities the historical structure and development of modern science and to show science as a cultural phenomenon. Changing perceptions of nature and human knowledge from Greek Antiquity to the twentieth century form the framework for current Western views of the world, while the roots of the present-day dominance of "science" as a symbol of progress and modernity lie in an alliance between knowledge of nature and power over nature that took shape in the nineteenth century after a long period of emergence. 281 runs chronologically up to the death of Isaac Newton and focuses on the cultural traditions of Christian Europe and its selective appropriation of a Greek heritage.

### [HIST 282 Science in Western Civilization (also Science and Technology Studies 282) #

Spring. 4 credits. History 281 is not a prerequisite to 282. M. A. Dennis.

How did the natural philosophy of the 18th century become the natural science of the 19th and 20th centuries? This course will explore the changing conceptions of knowledge in the West with particular attention to the connections among theories of nature, political cultures, and commercial and industrial practices. In addition to the traditional discussions of such fundamental figures and constellations of events as William Herschel, the Chemical Revolution and the French Revolution, Darwin and the theory of evolution, and natural philosophy in the Scottish Enlightenment, lectures will also focus on the development of research in the sciences in Germany, the role of research schools in dissemination new knowledge and experimental practice, and the different national styles of support for science during the period.

### [HIST 287 Evolution (also Science and Technology Studies 287)

Fall. W. Provine.

For description, see BIO G 207.

### [HIST 292 Inventing the Power and Information Societies (also Engineering General Interest 298, Electrical Engineering 298, and Science and Technology Studies 292)

Spring. 3 credits. R. Kline.

For description, see ENGRG 298.

**[HIST 380 Social History of Western Technology #**

Spring. 4 credits. Not offered 1996–97.

Next offered 1997–98. J. Weiss.

Studies in the interaction between technological changes and social changes in Western Europe and America since the eighteenth century. Readings and lectures will deal both with instances of social transformation that accompanied technological changes and with the role of technology in social thought and cultural expression. Special attention to three periods: Britain during the Industrial Revolution, America in the nineteenth century, and America during the Vietnam War.]

**[HIST 415 Seminar in the History of Biology (also BioEs 467, Biology and Society 447, Science and Technology Studies 447)**

Fall. 4 credits. Not offered 1997–98.

W. Provine.

For description, see BIO ES 467.]

**[HIST 525 Seminar in the History of Technology (also Science and Technology Studies 525)**

4 credits. Not offered 1996–97. R. Kline.

For description, see S&TS 525.]

**[HIST 465 Scientific Rhetoric in Historical Perspective (also Communication 465 and Science and Technology Studies 465)**

Spring. 4 credits. No prerequisites. Not offered 1996–97. P. R. Dear, B. Lewenstein.

Exploration of the development of scientific discourse since the Scientific Revolution, with special emphasis on understanding the rhetorical purposes served by differing forms and techniques. Readings will include classics from Newton, Darwin, Einstein, and others, along with representative samples of more routine scientific communications. Students will prepare brief reports during the semester and a final term paper.]

**[HIST 680 Seminar in Historiographical Approaches to Science (also Science and Technology Studies 680)**

Fall. 4 credits. P. R. Dear.

Examines philosophical, sociological, and methodological dimensions of recent historiography of science.

**[HIST 682 Topics in the Scientific Revolution (also Science and Technology Studies 682)**

Fall. 4 credits. Not offered 1996–97.

P. R. Dear.

This is a graduate seminar devoted to investigation of recent scholarship and issues in sixteenth- and seventeenth-century European knowledge of nature. Students will be expected to produce a substantial paper focused on the study of primary source documents. The seminar will focus alternately on the study of recent historiography in selected areas, and an examination of primary source materials intended to critique and test those historiographical approaches. Topics will include: credibility and social status; the academic environment; philosophy and court culture; the situated meaning of experiment.]

**American History****[HIST 101 Introduction to American History #**

Fall. 3 credits. 101 is not a prerequisite to 102. M. B. Norton and D. H. Usner.

A survey of American history from the beginnings through the Civil War. Topics include cultural encounters in the age of Columbus, European colonization, the American Revolution, the early republic, antebellum reform movements, and the coming of the Civil War.

**[HIST 102 Introduction to American History**

Spring. 3 credits. 101 is not a prerequisite to 102. T. Borstelmann.

An introductory survey of the development of the United States since the Civil War.

**[HIST 208 The Era of Franklin D. Roosevelt**

Spring. 4 credits. Primarily for sophomores. Prerequisite: permission of instructor. R. Polenber.

The impact of the Great Depression and World War II on American politics, law, and culture.

**[HIST 209 Political History of Indians in the United States #**

Fall. 4 credits. D. Usner.

An investigation of political organization and change among Native American societies. Discussions and assignments examine forms of tribal government, diplomacy, and warfare, as well as political relations with European colonies and the United States. Specific topics include pan-Indian confederacies, Indian policy, struggles over sovereignty, and Indian strategies of autonomy and resistance.

**[HIST 213 Asian American History (also Asian American Studies 213)**

Fall. 4 credits. G. Okihira.

Comparative introductory history of Asian Indians, Chinese, Filipino, Japanese, and Koreans in the U.S. from about 1850 to World War II. Themes include U.S. expansionism in the Pacific, Asian migrant labor in Hawaii and the American West, the anti-Asian movement, and Asian resistance.

**[HIST 214 Seminar on American Foreign Policy**

4 credits. Not offered 1996–97.

W. LaFeber.]

**[HIST 227 Men and Women in Modern America (also Women's Studies 227)**

Fall. 4 credits. Limited to 20 students.

Permission of instructor required.

Intended primarily for sophomores. Not offered 1996–97. M. B. Norton.]

**[HIST 238 The Historical Development of Women as Professionals, 1800 to the Present (also American Studies 258, Women's Studies 238, and Human Development and Family Studies 258)**

Fall. 3 credits. Not offered 1996–97.

J. Brumberg.

For description, see HDFS 258.]

**[HIST 273 Women in American Society, Past and Present (also Women's Studies 273) #**

Fall. 4 credits. Not offered 1996–97. Next offered 1997–98. M. B. Norton.

A survey of women's experiences in America from the seventeenth century to the present. Among the topics to be discussed are women's familial roles, the changing nature of

household work, the women's rights movement, employment of women outside the home, racial and ethnic differences in women's experiences, and contemporary feminism.]

**[HIST 276 American Indian History, 1500–1850 #**

Fall. 4 credits. Not offered 1996–97. Next offered 1997–98. D. Usner.

A survey of North American Indian history from the sixteenth century to the mid-nineteenth century. Relations between Indian nations and with European colonies will be explored. Different cultural groups and cross-cultural encounters will be compared, with emphasis on resistance and adaptation to European colonialism. The formative years of U.S. Indian policy and the experiences of Indian people through the removal era will receive close attention.]

**[HIST 277 American Indian History since 1850**

Spring. 4 credits. Not offered 1996–97.

Next offered 1997–98. D. Usner.

A historical study of American Indians in the United States and Canada from the mid-nineteenth century to the present. The active and complex role played by Indian people in their responses to government policies and to socioeconomic changes will be emphasized. Challenges faced and initiatives taken by Indians will be traced from the early reservation years to the current era of self-determination. Cultural change and continuity within Indian communities will be closely examined.]

**[HIST 303 African-American Women in Slavery and Freedom (also Women's Studies 307)**

Spring. 4 credits. Not open to freshmen. M. Washington.

Historical exploration of African-American women from a sociopolitical perspective. Topics include women in Africa, slavery and freedom, sexuality, labor, the family, gender crossracially that begins with the African background and ends at 1900.

**[HIST 304 American Culture in Historical Perspective, 1880–1980 (also American Studies 304)**

Fall. 4 credits. M. Kammen.

An introduction to American Studies and the study of modern American culture. Emphasis upon relationships between mass culture, popular culture, and high culture; and on the question of American exceptionalism (distinctiveness). Special attention also to the situation of subcultures and regions, to the changing role of entertainment in relation to leisure, the media, ethnicity (pluralism), the decorative and popular arts.

**[HIST 309 The U.S. and the Third World**

Spring. 4 credits. Not offered 1996–97.

Next offered 1999–00. T. Borstelmann.

This course examines the development of American relations with Asia, Africa, Latin America, and the Middle East, with particular emphasis on the post-World War II period. Connections between domestic factors in the United States and American foreign policy will be emphasized.]

**[HIST 311 The Structure of American Political History #**

Fall. 4 credits. Not offered 1996–97. Next offered 1998–99. J. Silbey.

Examines the course of American politics from the eighteenth century to the Gilded Age, focusing on the development of American

political culture, nature of decision making, popular and legislative voting behavior, and the role of interest groups, political parties, and political elites in shaping our political history.]

**[HIST 312 The Structure of American Political History]**

Spring. 4 credits. Not offered 1996-97. Next offered 1998-99. J. Silbey.

Examines the course of American politics from 1865 to the present, focusing on the nature of decision making, popular and legislative voting, behavior, and the role of interest groups, political parties, and political elites in shaping our political history.]

**[HIST 313 U.S. Foreign Relations, 1750-1912 #]**

Fall. 4 credits. Open to freshmen with permission of instructor. Not offered 1996-97. W. LaFeber.

Examines policy and policymakers from Benjamin Franklin to Woodrow Wilson. Emphasis is placed on domestic events that shaped foreign policy. In conjunction with Hist. 313, a special course for discussion and guided research will be offered.]

**[HIST 314 History of American Foreign Policy, 1912 to the Present]**

Spring. 4 credits. T. Borstelmann. Students examine the emergence of the United States as a world power in the twentieth century. The course focuses on the domestic sources of foreign policy and the assumptions of the major policymakers (Wilson through Clinton). Important themes include the American response to a revolutionary world since 1912, the role of American racial views in the making of foreign policy, and the increasingly dominant role of the president in the making of U. S. foreign policy.

**[HIST 316 American Political Thought: From Madison to Malcolm X (also Government 366) #]**

Spring. 4 credits. I. Kramnick. For description, see GOVT 366.

**[HIST 318 American Constitutional Development]**

4 credits. Not offered 1996-97. Next offered 1997-98. R. Polenberg.

Major issues in constitutional history. Topics include: the drafting of the Constitution; the Bill of Rights; the Marshall era; the crises caused by slavery and emancipation; the rise of substantive due process; Holmes, Brandeis, and freedom of speech; the Roosevelt "revolution"; civil liberties and civil rights in modern America; the right of privacy; the contemporary Supreme Court.]

**[HIST 319 The Frontier in American Thought and Culture]**

4 credits. Not offered 1996-97. D. Usner.]

**[HIST 321 Colonial North America to 1763 #]**

Fall. 4 credits. Not offered 1996-97. Next offered 1998-99. M. B. Norton.

A survey of European settlement in North America and the Caribbean, emphasizing the interactions of Europeans, Indians, and Africans; economic development; gender relations; religious and political change; and the impact on the colonies of internal and external conflicts.]

**[HIST 325 Age of the American Revolution, 1763-1815 #]**

Spring. 4 credits. Not offered 1996-97. Next offered 1998-99. M. B. Norton.

An examination of the process by which the thirteen English colonies became an independent and united nation, with emphasis on political thought and practice, social and economic change, and cultural development. Attention will be paid to the impact of the American Revolution on women, Blacks, and Indians as well as on white males.]

**[HIST 327 American Frontier History Before 1850 #]**

Fall. 4 credits. Not offered 1996-97. D. Usner.

An overview of European exploration and colonization in North America, life on different colonial-Indian frontiers, and territorial expansion by the United States. Topics include the ideological and material frameworks of expansionism, the political and social dimensions of interethnic and imperial rivalry, and the formation of U.S. Indian and land policies. Themes of human migration, commercial development, and environmental change are emphasized.]

**[HIST 328 American Frontier History: The West since 1850]**

Spring. 4 credits. Not offered 1996-97. D. Usner.

An examination of the American West, both as place and myth, from the mid-nineteenth century to the present. Conquest of Indian territories, class and ethnic struggles, frontier ideology, and western politics are among the topics. The course comparatively studies agricultural, mining, and other frontier societies. The role of government and science in transforming western environments is closely explored, toward an understanding of recent farm, energy, and other land-use policies in the West.]

**[HIST 330 The Age of Jackson, 1815-1850 (also American Studies 330) #]**

4 credits. Not offered 1996-97. Next offered 1997-98. J. Silbey.]

**[HIST 331 The American Civil War and Reconstruction 1850-1877 (also American Studies 331) #]**

Spring. 4 credits. J. Silbey.

An analysis of the factors leading up to the breakup of the Union, the impact of the war in North and South, and the problems of restoration and reconstruction of the seceded states.

**[HIST 332 The Urbanization of American Society: 1600-1860 (also American Studies 332) #]**

Fall. 4 credits. S. Blumin.

America was born in the country and moved to the city. This course examines the transformation of America from a rural to a rapidly urbanizing society and culture, from the first European settlements to the era of the Civil War. It is also a history of the city itself, as a human community, and as a crucible of cultural contact and change.

**[HIST 333 The Urbanization of American Society: 1860-2000 (also American Studies 333)]**

Spring. 4 credits. 332 is not a prerequisite to 333. S. Blumin.

America was born in the country and moved to the city. This course examines the transformation of America from the urbanizing society and culture of the mid-nineteenth

century to the thoroughly metropolitan nation of the present (and near future). It is also a history of the city itself, as a human community, a crucible of cultural contact and change, and a focus of public policy.

**[HIST 335 African-American History from Slavery to Freedom #]**

Fall. 4 credits. Not open to freshman. M. Washington.

Introductory course on African-Americans from 1619 to 1865. Emphasis will be on life in bondage, the free black communities, and racism. Other topics include African cultural heritage, the slave trade, religion, the family, and the black freedom struggle.

**[HIST 336 Capitalism and Society in Developing America, 1607-1877 (also American Studies 336) #]**

Fall. 4 credits. Not offered 1996-97. Next offered 1998-99. S. Blumin.

An examination of American society in the context of capitalist development, and of capitalism as a social phenomenon. The transformation of pre-industrial colonies into an industrializing nation; the development of social classes; the emerging ethos of free enterprise.]

**[HIST 337 Entrepreneurialism and Organization in the Age of the Corporation: Capitalism and Society in Modern America, 1840-2000 (also American Studies 337)]**

Spring. 4 credits. Not offered 1996-97. Next offered 1998-99. S. Blumin.

An examination of American society in the context of capitalist development and of capitalism as a social phenomenon. The rise of corporate capitalism; class, "mass", and the ethos of enterprise in twentieth-century American society.]

**[HIST 340 Recent American History, 1925-1960]**

Fall. 4 credits. Not open to freshmen. R. Polenberg.

Topics include the Sacco-Vanzetti case; radicalism and reform in the New Deal; Franklin Roosevelt and World War II; the Holocaust and the atomic age; the Cold War and civil liberties; individualism and conformity in the 1950s.

**[HIST 341 Recent American History, 1960 to the Present]**

Spring. 4 credits. Not open to freshmen. R. Polenberg.

Topics include the Supreme Court and civil rights; Kennedy, Johnson, and social reform; the Vietnam War and Watergate; politics and the presidency from Carter to Clinton; and class, race, and ethnicity in modern America.

**[HIST 345 The Intellectual and Cultural Life of Nineteenth-Century Americans (also American Studies 345 and Religious Studies 345) #]**

Fall. 4 credits. Not offered 1996-97. Next offered 1997-98. R. L. Moore.

An examination of the development of cultural and intellectual diversity in the United States. Particular emphasis will be placed on religious pluralism.]

**[HIST 346 The Modernization of the American Mind (also American Studies 346)]**

Spring. 4 credits. Not offered 1996-97. Next offered 1997-98. R. L. Moore.

American thought and culture from 1890 to the present. Emphasizes the intellectual impact of major political and economic events



and the adaptation of social ideas and values to new conditions.]

**HIST 359 American Families in Historical Perspective (also American Studies 359, HDFS 359, and Womens Studies 357)**

Spring. 3 credits. Prerequisite: HDFS 150 or one 200-level social science or history course. S-U grades optional. Human ecology students must register for HDFS 359. J. Brumberg.

For description, see HDFS 359.

**[HIST 370 Resistance and Adaptation: Native American Responses to the Conquest #**

4 credits. Not offered 1996-97. Next offered 1997-98. M. Roldan, D. Usner.]

**HIST 375 The African-American Workers, 1865-1910: The Rural and Urban Experience (also ILRCB 385) #**

Fall. 3 credits. Prerequisite: juniors and seniors, or permission of instructor. N. Salvatore.

For description, see ILRCB 385.

**[HIST 376 The African-American Workers, 1910-the present: Race, Work, and the City**

Not offered 1996-97. N. Salvatore.

For description, see ILRCB 386.]

**HIST 411 Undergraduate Seminar in American Political History**

Fall. 4 credits. Prerequisite: permission of instructor. J. Silbey.

Taught in Cornell-in-Washington.

**HIST 412 Undergraduate Seminar in Asian American History (also Asian American Studies 412)**

Spring. 4 credits. G. Okihiro.

A reading and research seminar that will cover various topics in Asian American history.

**[HIST 414 Motivations of American Foreign Policy**

Fall. 4 credits. Prerequisite: Permission of instructor. Not offered 1996-97. W. LaFeber.]

**[HIST 418 Undergraduate Seminar in the History of the American South**

4 credits. Not offered 1996-97. Next offered 1997-98. J. Silbey.]

**[HIST 419 Seminar in American Social History (also American Studies 419)**

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 1996-97. Next offered 1997-98. S. Blumin.]

**HIST 421 Cultural Taste Levels in Historical Perspective (also American Studies 421)**

Spring. 4 credits. Prerequisite: permission of instructor. M. Kammen.

The emergence of popular, middlebrow, and mass culture in the U.S., along with the discourse among cultural critics concerning all three in relation to traditional high culture. The underlying context will concern the changing uses of leisure in twentieth-century America and conflicting attitudes toward cultural taste levels in a democratic society.

**[HIST 426 Undergraduate Seminar in Early American History (also Women's Studies 426) #**

Spring. 4 credits. Not offered 1996-97. Next offered 1998-99. M. B. Norton.]

**[HIST 428 Undergraduate Seminar in American Frontier History #**

4 credits. Not offered 1996-97. D. Usner.]

**HIST 429 Undergraduate Seminar in Indians of Eastern North America #**

Spring. 4 credits. D. Usner.

A seminar examining the history of Native Americans in the eastern woodlands from colonial times to the present. The cultural and economic participation of Indians in the evolution of frontier societies will be examined. Major topics include fur-trade networks, political relations, removal, and the persistence of Indian communities in eastern states.

**HIST 432 The City in History: Europe and America #**

Spring. 4 credits. Prerequisite: permission of instructor. S. Blumin.

Reading and discussion of significant interpretations of the rise, role, and character of cities in medieval and early modern Europe, and in modern Europe and America. Individual research projects.

**HIST 440 Undergraduate Seminar in Recent American History**

Fall. 4 credits. Prerequisite: permission of instructor. R. Polenber.

Topic: Freedom of Speech, Censorship, and the Supreme Court.

**[HIST 442 Religion and Politics in American History: From J. Winthrop to R. Reed (also American Studies 442 and Religious Studies 442)**

Fall. 4 credits. Not offered 1996-97. R. L. Moore.]

**HIST 458 Female Adolescence in Historical Perspective (also Women's Studies 438 and Human Development and Family Studies 417) #**

Fall. 3 credits. Prerequisite: permission of instructor. J. Brumberg.

For description, see HDFS 417.

**[HIST 484 Seminar in the History of American Labor: Race, Work, and the City (also ILR 304)**

Fall. 4 credits. Open to juniors and seniors only with the permission of the instructor. Not offered 1996-97.

N. Salvatore.

For description, see ILRCB 304.]

**HIST 486 Seminar on the 1960s**

Fall. 4 credits. T. Borstelmann.

This course will explore the issues and developments of the most turbulent and significant decade in recent U.S. history. Major topics will include the civil rights movement, the Kennedy and Johnson administrations, the Vietnam War, the anti-war movement, the counterculture, the women's liberation movement, the media, and the Nixon administration. A substantial research paper will be required.

**HIST 500 Undergraduate Research Seminar (also American Studies 500)**

Fall and spring. 8 credits each term.

J. Silbey and others.

Offered in Cornell-in-Washington Program. An intensive research and writing experience utilizing the extensive resources of Washington, D.C.

**[HIST 521 Seminar in American Cultural Studies (also American Studies 521)**

Fall. 4 credits. Not offered 1996-97. Next offered 1998-99. M. Kammen.

The focus will be the relationship between government and culture in historical perspective. After three contextual sessions devoted to 19th-century background, we will mainly be concerned with the period from the 1930s to the present. Several comparative sessions will be devoted to government as a patron of culture in other societies. A research paper is required.]

**HIST 608 African-American Women**

Spring. 4 credits. Prerequisite: permission of instructor. M. Washington.

A reading and discussion topics seminar focusing on the experiences of African-American women in nineteenth-century America, including the Caribbean. Topics include women and labor, abolitionism, women's rights, sexuality and race relations, education and racial uplift, black women's literature, marriage and family.

**HIST 610 Afro-American Historiography**

Fall. 4 credits. M. Washington.

Reading and discussion course focusing on the way historians write and interpret the Black experience in America. Students will be concerned with individual historians, various schools of thought, and historical approaches.

**HIST 613 Seminar on American Diplomatic History**

Fall. 4 credits. T. Borstelmann.

A reading and research seminar in twentieth-century American diplomatic history, emphasizing the Cold War period. Discussion will focus on interpretive approaches to U.S. foreign policy and on U.S. relations with the Third World since 1945. A research paper is required.

**[HIST 617 Seminar in American Cultural History**

4 credits. Not offered 1996-97. Semester/TBA. R. L. Moore.]

**[HIST 618 Seminar in American Cultural History**

Spring. 4 credits. Not offered 1996-97. R. L. Moore.]

**[HIST 621 Graduate Seminar in American History**

Fall. 4 credits. Not offered 1996-97. Next offered 1998-99. M. Kammen.]

**[HIST 624 Graduate Seminar in American Indian History**

Spring. 4 credits. Not offered 1996-97. D. Usner.]

**HIST 626 Graduate Seminar in the History of American Women (also Women's Studies 626)**

Spring. 4 credits. M. B. Norton.

A reading and research seminar intended primarily for graduate students. Major works in American women's history will be carefully scrutinized, and each student will prepare a lengthy research paper.

**[HIST 627 Graduate Seminar in Early American History**

4 credits. Not offered 1996-97. Next offered 1997-98. M. B. Norton.]

**[HIST 633 Seminar in Nineteenth-Century American History**

4 credits. Prerequisite: permission of instructor. Not offered 1996-97. Next offered 1997-98. J. Silbey.]

**[HIST 634 Seminar in Nineteenth-Century American History**

Spring. 4 credits. Not offered 1996-97. Next offered 1997-98. J. Silbey.

A research seminar intended primarily for graduate students exploring society, culture, and politics of the United States between 1815 and 1896.]

**[HIST 640 Graduate Seminar in Recent American History**

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 1996-97. Next offered 1997-98. R. Polenber.

**HIST 683 Seminar in American Labor History (also ILRCB 783)**

Fall. 3 credits. Prerequisites: graduate students only. N. Salvatore.

For description, see ILRCB 783.

**HIST 710 Colloquium in American History**

Spring. 4 credits. Required of all first-year graduate students in United States history. M. Kammen.

Examination of major approaches, periods, issues, and modes of interpreting American history. Readings include recent "classics" of American scholarship from diverse subfields and genres.

**Latin American History****HIST 295 Colonial Latin America @ #**

Fall. 4 credits. T. Holloway.

Survey of Latin America from the rise of pre-Columbian civilizations through the European conquest, the establishment of the Spanish and Portuguese colonial societies, imperial rivalries in the New World, the background of the independence movements, and the achievement of political independence.

**HIST 296 Latin America in the Modern Age @**

Spring. 4 credits. T. Holloway.

Survey of the Latin American nations from independence to the present. Major themes include the persistence of neocolonial economic and social institutions, the development of nationalist and populist politics, revolutionary movements of the twentieth century, and United States-Latin American relations.

**[HIST 347 Agrarian Societies in Latin American History @ #**

Spring. 4 credits. Not offered 1996-97. T. Holloway.

The development of rural patterns of wealth, status, and power, focusing on the role of country people in the larger society. Topics include disruption of the conquest, evolution from *encomienda* to *hacienda*, rise of plantation agriculture and export enclaves, decline of Indian communities, peasant protest, and land reform and development programs of the recent past.]

**HIST 348 Contemporary Brazil @**

Fall. 4 credits. T. Holloway.

With some historical background, the course focuses on the twentieth century. Topics include the import-substituting growth model, contradictions leading to military rule 1964-1985, transition to competitive politics, debt, ecology, regional and social disparities. Some comparisons are made to other Latin American countries.

**[HIST 370 Resistance and Adaptation: Native American Responses to the Conquest #**

4 credits. Not offered 1996-97. Next offered 1997-98. M. Roldan and D. Usner.]

**[HIST 424 Art and Politics in Twentieth-Century Latin America @**

Fall. 4 credits. Prerequisite: permission of the instructor. (History 296 suggested.) Not offered 1996-97. Next offered 1997-98. M. Roldan.

This seminar will examine the intersection of art and politics in Latin America and the role of both in constructing culture, ideology, and national/personal identity from the period of the Mexican Revolution through the military dictatorships of the late twentieth century. Topics will include the Mexican muralists and the Revolution (but including Frida Kahlo) working class and immigrant culture in Argentina and the tango; samba as a vehicle for social and political protest in Brazil; the (re) construction of gender and political self in the writings of Latin American women in exile; and the inscription of violence on public spaces and private bodies through graffiti and torture in the late twentieth century.]

**[HIST 445 Prostitutes and Patriots: Urban Culture and the Construction of Citizenship in Latin America, 1880-1950 (also History 645)**

Spring. 4 credits. Prerequisites: History 295 and/or 296 suggested. Permission of instructor required. Enrollment limited to 15. Not offered 1996-97. M. Roldan.

The growth of industry and commerce in Latin American cities attracted migrants and European immigrants (many of them young women) in search of economic opportunity and freedom from the restrictions of rural society. The "invasion" of a once elite-dominated urban space by individuals of mixed ethnic or low status, and the rise of an industrial working class spurred debate about the rights and duties of "citizens" and the limits of participation in urban political and economic life. Ambivalence over the dangers and pleasures of urban culture were frequently expressed through the double trope of the prostitute/patriot—one symbolizing corruption and moral decadence and the other statesmanship and scientific progress. The course examines changing notions of the private/public dichotomy, the policies devised to regulate people's sexuality and behavior and popular participation in urban and national life.]

**HIST 449 Race and Class in Latin American History**

Spring. 4 credits. Prerequisite: permission of instructor. T. Holloway.

This seminar focuses on ethnic interaction and class formation in the historical development of Latin American societies considering the roles of Native Americans, Europeans, and Africans. Each unit will be approached as an analysis of the historical origins of contemporary patterns, and comparisons will be made among units, in a search for underlying and overarching themes.

**[HIST 470 Violence, Nation, Myth: The Americas (1770-1940) (also English 464 and Society for Humanities 470)**

Fall. 4 credits. Not offered 1996-97. M. Roldan and S. Samuels.]

**[HIST 475 Bandits, Deviants, and Rebels in Latin America @**

4 credits. Prerequisite: permission of instructor. Not offered 1996-97. M. Roldan.]

**[HIST 645 Prostitutes and Patriots: Urban Culture and the Construction of Citizenship in Latin America 1880-1950 (also History 445)**

Spring. 4 credits. Not offered 1996-97. M. Roldan.

For description, see History 445.]

**[HIST 649 Seminar in Latin American History**

Spring. 4 credits. Not offered 1996-97. T. Holloway.]

**African History****HIST 390 Southern African History @ #**

Spring. 4 credits. G. Okihiro.

Southern African history from foundations to union, or from the earliest human inhabitants to 1910. Major themes will include the peopling of southern Africa, interaction and change among the San, Khoikhoi, and Bantu-speaking peoples, the arrival and expansion of Europeans, African state systems, and the economic transformation of the 1870s and 80s leading to the South African war and union.

**HIST 434 Gender in the Social History of Africa**

Spring. 4 credits. S. Greene.

This course will examine both the theoretical literatures and case studies on the history of gender relations in Africa during the precolonial and early colonial period. The course will be divided into two parts. In the first section, we will explore gender relations before the advent of colonialism; in the second, we will focus on the early colonial period. In both sections, students will read and analyze a number of theoretical perspectives and case studies in order to participate in the debates that are of current concern to historians. Among the questions to be explored are: what was the nature of gender relations in precolonial Africa, what structural features affected the way in which gender relations were constructed within particular societies; how were these relations affected by the entrance of Islam, the slave trade, and the changes that took place before the late 19th century in the political, religious, and social structure of particular societies; how did colonialism affect gender relations in particular African societies; what factors influenced the nature and extent of that impact?

**Asian History****HIST 190 Introduction to Asian Civilizations @ #**

Spring. 4 credits. J. Piggott, D. Wyatt.

An introduction to the distinctive cultures of China, India, Japan, and Southeast Asia that features an intensive examination of selected topics and periods of particular significance in the history of each.

**HIST 191 Introduction to Modern Asian History @**

Fall. 4 credits. S. Cochran, D. Wyatt.

The history of Asia-Pacific from the nineteenth century to the present, focusing on relations of China, Japan, and Southeast Asia with each other and with the West.

**HIST 243 China and the West before Imperialism @ #**

Spring. 3 credits. Open to freshmen and sophomores. Limited to 15 students.  
C. A. Peterson.

**[HIST 293 History of China up to Modern Times @ #**

Fall. 4 credits. Not offered 1996-97. Next offered 1997-98. C. A. Peterson.

A survey of the principal developments in the history of China from the earliest times to the eighteenth century that also undertakes a topical introduction to Chinese culture and civilization, in part by the use of visual materials.]

**[HIST 294 History of China in Modern Times @**

Spring. 4 credits. Not offered 1996-97. S. Cochran.

A survey that concentrates on the rise of the last imperial dynasty in the seventeenth and eighteenth centuries, the upheavals resulting from domestic rebellions and foreign imperialism in the nineteenth century, and the twentieth-century efforts to achieve social mobilization, political unity, and commercial expansion.]

**HIST 297 Premodern Japan: Historical Perspectives @ #**

Fall. 4 credits. J. Piggott.

This course explores the premodern civilization of Japan from a variety of historical perspectives. A textbook, readings from primary sources and literature and several historical essays will be assigned. Students gain familiarity with the high points of premodern Japanese history and consider a number of comparative questions about Japan's premodern evolution compared with that of other parts of the world. (Graduate students should enroll in History 497. They will attend the lectures of History 297 and participate in their own colloquium.)

**HIST 298 State, Society, and Culture in Modern Japan @**

Spring. 4 credits. J. V. Koschmann.

A survey of Japan from the mid-eighteenth century to the present, with special attention to changing configurations of institutional structure, knowledge, action, and conceptions of history. Japanese works in translation will be read and discussed in addition to secondary sources.

**[HIST 322 Warrior Government and Culture in Medieval Japan #@**

Spring. 4 credits. Not offered 1996-97. Next offered 1997-98. J. Piggott.

This course traces warrior institutions and culture from the Heian period (794-1185) through the medieval ages. The story of warrior development opens a broad window into premodern society. Students will read a variety of original sources in translation as well as analytical essays. Preliminary consultation with the instructor is advised.]

**[HIST 326 From Medieval to Early Modern in Japan #@**

4 credits. Not offered 1996-97. Next offered 1997-98. J. Piggott.]

**[HIST 352 The Past as Prelude? Japan in Asia, Germany in Europe (also Government 396) @**

Fall. 4 credits. Not offered 1996-97. Katzenstein, Koschmann, Shiraishi.]

**HIST 360 Early Warfare, East and West #**

Fall. 4 credits. C. A. Peterson.  
For description see Comparative History.

**[HIST 393 Images of Humanity in Medieval China (also Asian Studies 393) @ #**

Fall. 4 credits. Permission required. Not offered 1996-97. C. A. Peterson, J. R. McRae.]

**[HIST 395 Southeast Asia to the Eighteenth Century @ #**

Fall. 4 credits. Not offered 1996-97. Next offered 1997-98. D. Wyatt.

A survey of the earlier history of Southeast Asia, concentrating particularly on regional movements of economic, social, cultural, and political change and using, to the extent possible, readings in primary sources.]

**[HIST 396 Southeast Asian History from the Eighteenth Century @**

Spring. 4 credits. Not offered 1996-97. Next offered 1997-98. T. Shiraishi.

A survey of the modern history of Southeast Asia with special attention to the formation of modern states (colonial as well as national), changing economic and social structure, and consciousness. Primary texts will be read in translation whenever feasible.]

**HIST 420 Japan in the Year 1000: The Tale of Genji in Historical Perspective @ #**

Fall. 4 credits. J. Piggott.

The tale of Genji is a classic of premodern Japanese literature that provides readers a broad view into Japan's courtly society at a time when many of the elements of Japan's classical tradition were taking form. Additional primary source readings and secondary sources provide insight into the countryside beyond the capital as well. Previous study of premodern Japan is advised.

**[HIST 448 Gender and Family in Classical Japan #@**

Fall. 4 credits. Not offered 1996-97. Next offered 1997-98. J. Piggott.

An inquiry into structures of family and gender from the eighth to the fourteenth centuries. Themes will include kinship and family, state formation, and gender construction, and those interested in these themes in comparative perspective are invited to enroll. "Breadth" reading, primary source materials, and comparative reading placing Japan in an East Asian context will be assigned. Previous study of some aspect of premodern Japan is recommended.]

**[HIST 460 Seminar in Islamic History: Muhammad and the Rise of Islam (also Near Eastern Studies 418 and Religious Studies 418) @ #**

4 credits. D. Powers. Not offered 1996-97.

For description, see NES 418.]

**[HIST 466 The Taiheiki: A Japanese Epic as History and Literature (also Society for the Humanities 426) @ #**

4 credits. Not offered 1996-97. Next offered 1997-98. J. Piggott.]

**HIST 489 Undergraduate Seminar in Modern Japanese History @**

Fall. 4 credits. Prerequisites: History 298 or equivalent, and permission of instructor. J. V. Koschmann.

Topic for Fall 1996: The ambivalent legacy of World War II and Postwar Japan—total war and "Modernization".

**HIST 492 Undergraduate Seminar in Medieval Chinese History @ #**

Spring. 4 credits. Prerequisite: History 190, 293, 360, or permission of instructor. C. A. Peterson.

Topic for spring 1997: The Mongols in World History.

**[HIST 493 Problems in Modern Chinese History (also History 693) @**

Fall. 4 credits. Prerequisite: History 294 or permission of instructor. Not offered 1996-97. S. Cochran.

Conflicting interpretations of Chinese history during the late imperial period and the first half of the twentieth century.]

**[HIST 494 The Japanese in Asia @**

4 credits. Not offered 1996-97. Next offered 1997-98. J. V. Koschmann.]

**[HIST 495 Japanese Kingship in Comparative Perspective: Premodern East Asia @ #**

4 credits. Not offered 1996-97. Next offered 1997-98. J. Piggott.]

**HIST 497 Colloquium in Premodern Japanese History @ #**

Fall. 4 credits. J. Piggott.

Explores the premodern civilization of Japan from a variety of historical perspectives. Students will attend History 297 lectures and participate in a special weekly colloquium.

**[HIST 499 Problems in Modern Chinese History (also History 694) @**

Spring. 4 credits. Prerequisite: History 294 or permission of instructor. Not offered 1996-97. S. Cochran.

This course gives each student an opportunity to select one research topic and work on it throughout the semester. Knowledge of Chinese is not required, but background in Chinese studies is needed.]

**HIST 598 Colloquium in Modern Japanese History**

Spring 4 credits. J. V. Koschmann.

For graduate students only. Students will attend lectures and do the reading for History 298, participate in a special weekly colloquium, and write a seminar paper.

**HIST 609 Modern Japan Studies: The Formation of the Field in History and Literature (also Asian Studies 609)**

Fall. 4 credits. J. V. Koschmann and N. Sakai.

The course will provide both a historical introduction to and critical analysis of the constitution of modern Japan studies as a "field" of postwar academic inquiry. While reading texts particularly influential in the early and contemporary formation of the field, we will consider such questions as the domestic and international contexts in which Japanese studies has been institutionalized and maintained, and the relationship between "Japan" as object of area studies discourse and "Japan" as represented in American journalism, popular culture, and politics. Interdisciplinary and team-taught, the course will aim to introduce students to a range of methodologies and approaches developed in historical and critical works, problematizing assumptions in each case. Possibilities for cross-disciplinary research (along lines recently undertaken in areas such as feminist criticism and cultural studies, for example), will also be explored.

**[HIST 691 Chinese Historiography and Source Materials]**

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 1996-97. Next offered 1997-98. C. Peterson.]

**[HIST 693 Problems in Modern Chinese History (also History 493)]**

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 1996-97. S. Cochran.

Conflicting interpretations of Chinese history during the late imperial period and the first half of the twentieth century.]

**[HIST 694 Problems in Modern Chinese History (also History 499)]**

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 1996-97. S. Cochran.]

**[HIST 695 Early Southeast Asia: Graduate Proseminar]**

Fall. 4 credits. Not offered 1996-97. Next offered 1997-98. D. Wyatt.

Introduction to the history of Southeast Asia for graduate students. Students will be expected to attend the lectures and complete the readings for History 395, and they will meet separately as a group to further explore selected topics.]

**[HIST 696 Modern Southeast Asia: Graduate Proseminar]**

Spring. 4 credits. Not offered 1996-97. Next offered 1998-99. T. Shiraishi.

Introduction to the modern history of Southeast Asia for graduate students. Students will be expected to attend the lectures and complete the readings for History 396, and they will meet separately as a group to further explore selected topics.]

**HIST 791-792 Seminar in Medieval Chinese History**

Fall and spring. 4 credits. Prerequisite: permission of instructor. C. A. Peterson.

**HIST 795 Seminar in Modern Southeast Asian History**

Fall. 4 credits. Permission of the instructor. D. Wyatt.

**HIST 796 Seminar in Southeast Asian History**

Spring. 4 credits. Prerequisite: reading knowledge of relevant languages. D. Wyatt.

**HIST 797 Seminar in Japanese Thought**

Fall. 4 credits. Prerequisite: reading knowledge of Japanese and permission of instructor. J. V. Koschmann.

**[HIST 798 Seminar in Japanese Thought]**

4 credits. Prerequisite: reading knowledge of Japanese and permission of instructor. Not offered 1996-97. Next offered 1997-98. J. V. Koschmann.]

**Near Eastern History****HIST 248 History of the Near East: 1250-1914 (also Near Eastern Studies 258 and Religious Studies 258) @ #**

Fall. 3 credits. L. Pierce.  
For description, see NES 258.

**[HIST 254 Islamic History: 600-1258 (also Near Eastern Studies 257 and Religious Studies 257) @ #**

Fall. 3 credits. Not offered 1996-97. D. Powers.  
For description, see NES 257.]

**[HIST 317 Politics and Culture in Late Medieval Central Asia and the Near East @ #**

L. Pierce. Not offered 1996-97.  
For description, see NES 353.]

**[HIST 372 Introduction to Islamic Law (also HIST 652, NES 651, REL ST 350) @ #**

Not offered 1996-97.  
For description, see NES 351.]

**[HIST 437 Sexuality, Society, and the State in the Near East (also NES 456, NES 657, HIST 657 and Women's Studies 455, Women's Studies 655) @**

Spring. 4 credits. Not offered 1996-97. L. Pierce.  
For description, see NES 456.]

**[HIST 446 Ottoman History, 1300-1600 (also History 646, Near Eastern Studies 358/658)]**

Fall. 4 credits. Not offered 1996-97. L. Pierce.  
For description, see NES 358.]

**HIST 457 Women, Men and the Law in Muslim Court (also History 657, Near Eastern Studies 459/655, Religious Studies 459, and Women's Studies 458)**

Fall. 4 credits. Prerequisites: previous course within Islamic Studies desirable but not essential. L. Pierce.  
For description, see NES 459.

**[HIST 461 Seminar in Islamic History 600-750 (also History 671, Near Eastern Studies 451 and 650, and Religious Studies)**

Spring. 4 credits. Not offered 1996-97. D. Powers.  
For description, see NES 451.]

**[HIST 646 Ottoman History: 1300-1600 (also History 446, Near Eastern Studies 358/658)]**

Spring. 4 credits. Enrollment is limited to 20 students. Not offered 1996-97. L. Pierce.  
For description, see NES 358.]

**HIST 657 Women, Men and the Law in Muslim Court (also History 457, Near Eastern Studies 459/655, Religious Studies 459, and Women's Studies 458)**

Fall. 4 credits. Prerequisites: previous course within Islamic Studies desirable but not essential. L. Pierce.  
For description, see NES 459.

**[HIST 671 Seminar in Islamic History (also History 461, Near Eastern Studies 451, and 650, and Religious Studies)**

Spring. 4 credits. Not offered 1996-97. D. Powers.  
For description, see NES 451.]

**Ancient European History****HIST 151 Introduction to Western Civilization #**

Fall. 4 credits. G. Sreenivasan and B. Strauss.

What is civilization? What is the West? An inquiry into human history from the first states in western Asia and Egypt (ca. 3000 B.C.) to the early modern era in Europe (ca. 1400-1600). The focus is on war, government, production and exchange, family, and religion.

**[HIST 265 Ancient Greece from Homer to Alexander the Great #**

4 credits. Open to freshmen. Not offered 1996-97. Next offered 1997-98. B. Strauss.

A survey of Greece from the earliest times to the end of the Classical period in the late fourth century B.C. The course focuses on the Greek genius: its causes, its greatness, its defects, and its legacy. The Heroic Age, the city-state, ancient democracy, and the intellectual ferment of the Greek Enlightenment are the main topics of study. Readings in translation from Homer, Aristophanes, Sophocles, Herodotus, Thucydides, Plato, Aristotle, and from the evidence of ancient inscriptions, coins, art, and architecture.]

**[HIST 268 A History of Rome from Republic to Holy City #**

4 credits. Open to freshmen. Not offered 1996-97. Next offered 1998-99. B. Strauss.

A survey of Rome from the founding of the Republic to the end of the Western Empire. The focus is on the Roman conquest of the Mediterranean world and on the cultural reconquest of Rome by the vanquished. Roman politics, peasant society, Imperialism, and propaganda are the main topics of the first half. The government of the Caesars, society during the Roman peace, and the fertile interaction of Romans, Jews, and Greeks that produced Christianity are the main topics of the second. Readings in translation include Cicero, Polybius, Livy, Tacitus, Plutarch, and Saint Augustine.]

**[HIST 367 Representations of Women in Ancient Greece and Rome (also Classics 363 and Women's Studies 363)]**

Spring. 4 credits. Not offered 1996-97. Next offered spring 1998. L. Abel and J. Ginsburg.

For description, see Class 363.]

**[HIST 338 Democracy and War (also Asian Studies 338)]**

Spring. 4 credits. Not offered 1996-97. B. Strauss and D. McCann.  
For description, see Asian 338.]

**[HIST 452 The Tragedy of Classical Athens, 462-404 B.C. #**

4 credits. Prerequisite: History 265 or permission of instructor. Not offered 1996-97. Next offered 1997-98. B. Strauss.

The nature of Athenian democracy, society, and culture in the "golden age" of Athens. The course will examine the influence of Athenian political life on the great tragedians of the age and the influence of tragedy on the Athenians' conception of their character and history. Readings from Herodotus, Thucydides, Aeschylus, Sophocles, Euripides, Aristophanes, Plato, Aristotle, and Plutarch.]

**HIST 453 Crisis of the Greek City-State, 415-336 B.C. #**

Fall. 4 credits. Prerequisite: permission of instructor. B. Strauss.

The fortunes of the city-state and citizen in an age of uncertainty. The focus is on Athens with some attention paid to the wider Greek world. Topics include the nature of Athenian politics, Athenian society, cultural change, and war between the city-states, crisis as a historical concept, and anthropology and ancient Greece. Readings in translation include Thucydides, Sophocles, Euripides,



Aristophanes, Plato, Aristotle, Demosthenes, and Xenophon.

**[HIST 463 Gender and Politics in the Roman World (also Classics 463 and Women's Studies 464) #**

For description, see CLASS 463. Not offered 1996-97. Next offered 1997-98. J. Ginsburg.]

**[HIST 473 Roman Society and Politics under the Julio-Claudians (also Classics 480) #**

Spring. 4 credits. Prerequisite: Classics 212, History 268, or permission of instructor. Not offered 1996-97. Next offered 1997-98. J. Ginsburg.

For description, see Classics 480.]

**[HIST 630 Topics in Ancient History**

Fall. 4 credits. Not offered 1996-97. B. Strauss.

Topic for 1995: Ethnicity and Empire. An introduction to the history and historiography of, and sources of evidence for such topics as large-scale multi-ethnic states in antiquity, imperial government, the nature of pre-modern ethnicity, assimilation and Hellenization, native resistance. The emphasis is on the Hellenistic period, primarily Ptolemaic Egypt and the Seleucid kingdom.]

**Medieval, Renaissance, and Early Modern European History**

**HIST 152 Introduction to Western Civilization #**

Spring. 4 credits. P. Holquist and R. Weil. For description see Modern European History.

**[HIST 233 The Politics of Religion in Early Modern Europe**

Spring. 4 credits. Not offered 1996-97. R. Weil.

We will look at the impact of the reformation, counter-reformation and wars of religion on aspects of political, social and cultural life in 16th- and 17th-century Europe, exploring shifts in gender relations, the problem of social control, the effect of religious conflict on the power of the state and its contested boundaries with the church, the relationship of elite and popular religion, and the encounter of European missionaries with other cultures. Students will engage with major historiographical interpretations of the period, as well as with the close reading of primary sources.]

**[HIST 257 English History from Anglo-Saxon Times to 1485 #**

Spring. 4 credits. Not offered 1996-97. Next offered 1997-98. P. Hyams.

A survey of the government, social organization, and cultural and religious experience of the English people. Particular stress is laid on land settlement, the unification of the realm, the emergence of state institutions such as Parliament, and changes in economic organization (manors, towns and commerce). The approach will be comparative within a context of contemporary European developments. The course offers students who wish to work on their writing skills an opportunity to do so, especially in the second paper.]

**HIST 259 The Crusades # @**

Fall. 4 credits. P. Hyams.

A lecture course examining the Crusading Movement and the States it produced from the eleventh century to the fall of the mainland Kingdom of Jerusalem in 1292. The historical themes this generates are almost unlimited. The course treats the Christianity and Chivalry of the Medieval West, the confrontation of this

culture with those of the Mediterranean and Islam, and what is perhaps the cradle of Western Colonialism. The very concept of "Crusade" itself is problematic today and will continue to cast its shadow on U.S. dealings with the Middle East. The sometimes spectacular readings allow students to choose from a very wide range of paper topics, and enjoy an excellent introduction to every aspect of the long-gone world of the Middle Ages.

**HIST 262 The Middle Ages: An Introduction**

Spring. 4 credits. P. Hyams.

This new course is a single-semester alternative to History 263-4. It aims to convey what was significant in that area of the "West" that was to become Europe, between the end of the Roman Empire in the West and the Renaissance, from 395 to 1400. It thus takes a critical look at a formative period of Western Civilization. The focus is on the development by stages of European structures and institutions, of its dominant religion Christianity, its distinctive culture and its stances before deviance.

**HIST 263 The Earlier Middle Ages (also Religious Studies 263) #**

Fall. 4 credits. J. J. John.

A survey of medieval civilization from ca. 300 to ca. 1100 dealing with religious, intellectual, political, and economic developments in Western Europe.

**[HIST 264 The High Middle Ages #**

Fall. 4 credits. Not offered 1996-97. Next offered 1997-98. P. Hyams.

A survey of medieval civilization 1100-1400, dealing with political, economic, religious, and intellectual developments in Western Europe. Special attention will be paid to the interaction of different kinds of history and to the historian's understanding of literature and its use as a primary source. Lectures and class discussions.]

**[HIST 284 The Age of Reform in Western Europe (1400-1600) #**

Fall. 4 credits. Not offered 1996-97. Next offered 1997-98. G. Sreenivasan.

An exploration of the efforts to reform church and society in the fifteenth and sixteenth centuries. Major topics include the strengths and weaknesses of the medieval church, the theological controversies among Lutherans, Calvinists, Anabaptists, and Roman Catholics, the social foundations of reforming and dissenting movements, and the success and failure of Protestant and Catholic Reformations.]

**HIST 286 State and Society in the Iron Century (1560-1660)**

Spring. 4 credits. G. Sreenivasan.

A survey of the conflicts which convulsed the continent of Western Europe between 1560 and 1660, focusing on the French Wars of Religion, the Dutch Revolt, the Thirty Years War, and peasant uprisings in France and Germany. The course will examine the sources and outcomes of conflict, the role of religion in politics, and the social impact of warfare. Particular emphasis will be placed on the capabilities and limitations of different state structures in mobilizing resources, waging war, and repressing dissent.

**HIST 349 Early Modern England**

Fall. 4 credits. R. Weil.

This course will explore the crises of political, religious, and epistemological authority that plagued England in the sixteenth and seventeenth centuries. We will examine the political and cultural impact of the Protestant Reformation, the nature of Tudor despotism and Stuart absolutism, the construction of a rhetoric of political dissent around issues of sexuality and corruption, competing understandings of the social order and social control, the Puritan Revolution and the invention of liberalism. Emphasis on close reading of contemporary sources, from autobiography and drama to political theory.

**HIST 350 The Italian Renaissance #**

Fall. 4 credits. J. Najemy.

An exploration of intellectual, cultural, religious, and political developments in Italy from the crisis of the communes in the time of Dante and Marsilius, through the several stages of Italian humanism from Petrarch to Alberti to Pico, down to the generation of Machiavelli and Castiglione. The course will seek to problematize the notion of a "Renaissance" in the period's ambivalent attitudes toward history, politics, learning, culture, genders, language, and the role of intellectuals in politics and society. Emphasis will be placed on the close reading of primary sources and on issues of interpretation.

**HIST 351 Machiavelli #**

Spring. 4 credits. J. Najemy.

This course will present Machiavelli in a variety of historical and interpretive contexts: European and Italian politics in the early sixteenth century; the decline of the Florentine republic and the rise of the Medicean principate; Machiavelli's own career in government and his, and the republic's, crisis in 1512-13; the intellectual traditions of Renaissance humanism, political thought, and the revival of antiquity; vernacular literary currents and popular culture; and the remarkable generation of political figures, writers, and theorists with whom Machiavelli associated and corresponded. Emphasis will be placed on a close reading of the major works (including the letters, *The Prince*, the *Discourses*, *Mandragola*, and selections from *The Art of War* and the *Florentine Histories*, all in translation) and a critical examination, in the light of that reading, of some major modern interpretations of Machiavelli.

**[HIST 361 The Culture of the Renaissance I (also History of Art 350 and Comparative Literature 361) #**

Spring. 4 credits. Not offered 1996-97. Next offered 1997-98. J. Najemy, C. Lazzaro.

An interdisciplinary exploration of some major themes of Renaissance society and culture from the fourteenth to the sixteenth centuries. Using the perspectives of history, art history, and literature, the course will investigate the representation in primary texts and works of art (and with the aid of selected modern criticism) of Renaissance discourses of antiquity and authority, education and learning, republics and courts, politics, gender and family, love and eros, and cross-cultural encounters. Most of the attention will be to Italian history and culture, but with some comparisons to other European contexts. Readings include selections from Petrarch, Boccaccio, Alberti, Machiavelli, More, Erasmus, and Vasari. Artists range from

Ambrogio Lorenzetti to Mantegna, Durer, Titian, and others. Two lectures and a required discussion section each week. (Undergraduates must preregister for one of the sections.)

**[HIST 365 Medieval Culture, 400-1150 (also Religious Studies 365) #**

Fall. 4 credits. Prerequisite: History 263 or permission of instructor. Not offered 1996-97. Next offered 1997-98. J. J. John. Intellectual and cultural developments in the age of monasticism, from St. Augustine and St. Benedict to St. Anselm and St. Bernard of Clairvaux.]

**[HIST 366 Medieval Culture, 1100-1300 #**

Spring. 4 credits. Prerequisite: History 264 or permission of instructor. Not offered 1996-97. Next offered 1999-00. J. J. John. The origin and development of the universities will be studied as background for a consideration of the scholastic mentality and its influence on the art, literature, philosophy, science, script, and theology of the period. Readings from Abelard, Hugh of St. Victor, Bonaventure, Thomas Aquinas, Dante, and others.]

**[HIST 368 Marriage and Sexuality in Medieval Europe # (also Wom St. 368)**

Spring. 4 credits. Not offered 1996-97. P. Hyams. Few topics generate heat so readily as gender relations and sexuality. Behind the current controversies lie decisions made in the first Christian centuries, and firmed up in the course of the Middle Ages; these still affect all of us, believers and unbelievers alike. This course studies Western attempts to deal with the problem of sexuality up to about 1500. The class will first clarify the church's normative rules of law and theology. Armed with this framework, it will then turn to more specific topics, including homosexuality, prostitution, rape/abduction and sexuality in medieval literature. The goal is to be able to compare the ideal model with the reality, and thus to assess the product the medieval church passed on to Western culture and ourselves. No formal prerequisite, though some prior knowledge of medieval European history is desirable.]

**[HIST 369 The History of Florence in the Time of the Republic, 1250-1530 #**

Spring. 4 credits. Not offered 1996-97. Next offered 1997-98. J. Najemy. Florentine politics and society from the communal period through the age of Dante, the rise and decline of the guild republic, the age of civic humanism, and the rise of the Medici to the time of Machiavelli. Economic structures and social classes, corporate politics, family history, and political and historical ideas are considered in the context of the emergence and transformation of republican government.]

**[HIST 374 War, Trade, and Empire, 1500-1815 #**

Spring. 4 credits. Not offered 1996-97. D. Baugh. Maritime enterprise, imperial policy, and naval power in the age of expansion. The rise and decline of the Portuguese and Spanish empires are considered, but the emphasis is on English, French, and Dutch rivalry in the Atlantic and Caribbean.]

**[HIST 377 Gender in Early Modern Europe (also Women's Studies) #**

Spring. 4 credits. Enrollment limited to 30. Not offered 1996-97. Next offered 1997-98. R. Weil. An inquiry into how masculinity and femininity were defined in early modern Europe. Questions to be explored include: What purpose did gender distinctions serve in this particular society? To what extent were men and women able to shape and redefine the meaning of their gender? How was their ability to do so affected by such events as the Reformation and the French Revolution?]

**[HIST 405 Population and History**

Not offered 1996-97. Next offered 1998-99. S. Kaplan. For description, see Comparative History.]

**[HIST 408 Feudalism and Chivalry: Secular Culture in Medieval France, 1000-1300 #**

Spring. 4 credits. No prerequisites; History 263 or 264 would help. Not offered 1996-97. Next offered 1997-98. P. Hyams. An upper-level seminar on the main currents of noble lay culture in France, which led European fashions in love, warfare, entertainment, and environment through most of the period. There will be heavy emphasis on contemporary sources (in English), including lively and complete readings from epic literature (the Song of Roland), lives, and chronicles.]

**[HIST 409 Seminar on Work in Europe and America**

Fall. 4 credits. Not offered 1996-97. Next offered 1997-98. S. Kaplan. For description see Comparative History.]

**HIST 427 Power and Society in Early Medieval Europe and Japan**

Spring. 4 credits. Prerequisite: a course in medieval European or Japanese historical studies, or permission of instructor. P. Hyams and J. Piggott. This seminar will focus on structures, processes, and practices of society in early medieval Europe and Japan. It will provide a forum for discussion of the ways in which, in some very different societies, Europeans and Japanese handled power. We will also be interested in comparing historiographical methodologies employed and issues considered by historians of these societies.

The nature of power and authority and characteristic organizational practices, including kingship, land tenure, status systems, and religious and military structures; the formation of ideology through art, ritual, literature, and law; and various means of linking center and periphery in these societies will be topics for discussion.

**[HIST 436 Conflict Resolution in Medieval Europe #**

Spring. 4 credits. Not offered 1996-97. P. Hyams. This seminar concentrates on a time (late 9th-13th centuries) when much of Europe lacked formal systems of justice, and so handled questions of social control quite largely by extra-legal means. Its subject is in one sense political history upside-down, as viewed by individuals rather than their rulers. We examine ways in which anthropology and some recent approaches to law can assist: the readings will be partly anthropology, partly translated medieval accounts of actual

conflicts, with samples of recent interpretation. The topics covered should be of interest to law students and majors in anthropology and other modern social sciences.]

**HIST 443 Gifts, Commodities and Alliances: Historical Perspective on Exchange**

Spring. 4 credits. G. Sreenivasan. Almost all forms of social interaction are predicated on some type of exchange, whether equal or unequal, voluntary or coerced, real or fictive. This course is an exploration of the varieties of exchange. Readings will combine classic theoretical treatment (Marx, Mauss, Goody and others) with historical monographs from both the Western and non-Western worlds, as well as contemporary literature in economic anthropology. The main themes of the course will be the social corollaries of exchange and the homologies between material and immaterial modes of exchange.

**[HIST 447 Crusaders and Chroniclers (also NES 401) # @**

Fall. 4 credits. Not offered 1996-97. Next offered 1997-98. P. Hyams. An intensive reading seminar offering a natural progression from History 259 The Crusades. It will examine contemporary accounts of the crusading movement in English translation. The twin goals are to follow select themes of crusading history to a deeper level than is possible in History 259 and to study medieval historiography through whole chronicles and other primary sources.]

**[HIST 451 Lord and Peasant in Europe: A Seminar in Social History #**

Not offered 1996-97. S. L. Kaplan. HIST 468 Undergraduate Seminar in Renaissance History # Spring. 4 credits. J. Najemy. Topic for Spring 1997: The Representation of Eros in the Italian Renaissance.

**HIST 472 Politics and Culture in 18th-Century England**

Fall. 4 credits. R. Weil. Between 1660 and 1800 England experienced imperial and economic expansion, the Enlightenment, and the threat of Revolution abroad and at home. How in this context did people interpret and imagine the nature of the social order, political authority, and the family? We will consider the changing and fiercely contested notions of property, politeness, crime and punishment, sexuality, Empire, slavery and the market. Readings include works by Locke, Aphra Behn, Swift, Cleland, Defoe, Godwin and Adam Smith.

**[HIST 481 The English Revolution #**

Spring. 4 credits. Not offered 1996-97. Next offered 1997-98. R. Weil. Between 1640 and 1660, England experienced two decades of civil war and revolution and embarked on a fascinating series of attempts to reorganize political and religious life. Women and the lower classes emerged as actors on the political stage, radical religious sects flourished, and the nature of authority was questioned in both the family and the state. This course will explore the political, cultural, religious and social dimensions of the English Revolution, using mostly primary sources.]

**HIST 487 Household and Family in Late Medieval and Early Modern Europe #**

Fall. 4 credits. G. Sreenivasan.  
What was the pre-modern household? Was it an economic unit, a residential entity, a legal construct, an emotional body, or a patriarchal tool? This seminar is an introduction to the methodologies and controversies of current historical research on the European household and family. Topics will include the nature of kinship, property rights and inheritance customs, variation in household structure, the economic context and demographic implications of household formation patterns, and power relations inside and outside of the household.

**[HIST 496 Theorizing the Public Sphere (also Comparative Literature 496 and German Studies 496)]**

Fall. 4 credits. Not offered 1996-97.  
P. Hohendahl.  
For description, see GERST 496.]

**[HIST 651 Old English Literature in Its Historical Context (also English 710)]**

Spring. 4 credits. Not offered 1996-97.  
Next offered 1997-98. P. Hyams, T. D. Hill.  
This graduate course, cross-listed with English 710, might equally be known as "Anglo-Saxon England: History and Literary Context." It studies the written sources for major questions of Anglo-Saxon history in their literary and cultural context. It concentrates on important texts extant in both Latin and Old English. Comparison can illuminate the resources and intentions of writers, compilers, and copyists, the literary and linguistic culture of England, and the ways in which historians might most fruitfully study such texts. Bede's *Ecclesiastical History*, and *Battle of Maldon* and Aelfric's *Colloquies*, and selections from the Anglo-Saxon chronicle, *Beowulf*, laws, homilies and wisdom literature will all come under scrutiny. One goal is to reclaim for European religious history a corpus of material that historians neglect because it is in Old English.]

**HIST 653 England—Britain—Europe in the Middle Ages**

Fall. 4 credits. P. Hyams.  
This graduate seminar tentatively explores the coming move from the study of medieval English history to that of the British Isles and its inhabitants within the wider context of Europe and Western Christendom. Readings will mostly be representative original sources. The precise texts and topics studied will depend on the interests (and especially future teaching plans) of participants, but will certainly allow for a critical examination of existing literature on the general and cultural history of England, Scotland, Ireland and Wales.

**HIST 663 Graduate Seminar in Renaissance History**

Fall. 4 credits. Open to undergraduates with permission of instructor. J. Najemy.  
Topic for 1996: Family and gender in fifteenth-century Florence.

**HIST 664-665 Seminar in Latin Paleography**

664, fall; 665, spring. 4 credits each term.  
Hours to be arranged. J. J. John.

**[HIST 666 Seminar in Medieval History]**

Fall. 4 credits. Not offered 1996-97.

J. J. John.]

**[HIST 669 Politics, Power, and Culture in Early Modern England]**

Fall. 4 credits. Not offered 1996-97.  
R. Weil.

An inquiry into how the ruling class ruled, and what that meant to and for everyone else. Topics include: the invention of the "state," the relationship of central and local power, clientage and corruption, the construction of categories of "public" and "private," representations of monarchy, hegemony and resistance, court culture, the social interpretations of the English Revolution and their critics. Focus is on historiography and methodology, with some engagement with primary sources.]

**[HIST 686 Licit and Illicit Violence in the Sixteenth and Seventeenth Centuries]**

Spring. 4 credits. Not offered 1996-97.  
Next offered 1997-98. G. Sreenivasan.  
An inquiry into the varieties of violence in early modern Europe. We will examine both those forms of violence which the authorities prohibited (murder, rioting, tyrannicide, the feud) and those forms which they themselves employed (warfare, inquisition, execution). We will also examine less overt forms of violence which though 'merely' psychic (black magic) or even spurious (the myth of Jewish ritual murder) powerfully influenced the lives of everyday women and men. The central themes of the seminar are the technologies and legitimization of violence—how, why, against and for whom violence was justified and exercised.]

**Modern European History****HIST 152 Introduction to Western Civilization (1600 to the end of World War II) #**

Spring. 4 credits. P. Holquist and R. Weil.  
This course is designed to introduce students to some of the main themes of European history from the Reformation to the present. The lectures are organized around the problems of state-building and social order: how have European societies ordered and reproduced themselves? why did the modern state and modern civil society develop? how have a succession of political ideologies legitimized them? how have state and society responded to crisis and disruption? what balance has been struck between acquiescence and force, between law and violence, in upholding order? Readings emphasize primary works by figures such as Luther, Hobbes, Tocqueville, Marx, etc.

**[HIST 218 The Russian Military Effort and Foreign Policy #]**

Fall. 3 credits. Not offered 1996-97.  
W. Pintner.]

**HIST 220 The French Experience: An Introduction (also French Literature 224)**

Fall. 3 credits. S. Kaplan and P. Lewis.  
An examination of French society culture and institutions. What has made French culture so distinctive? Its literature and its revolutions, its gastronomy and fashion, its painting, cathedrals and cinemas. Looking attentively at texts, images and contexts from selected moments in the eighteenth, nineteenth, and twentieth centuries, we will attempt to unravel some of the defining enigmas of the French experience. Two lectures/week in English and one section (one section conducted in English, one in French). Readings available both in French and English translation.

**HIST 224 The British Empire, ca. 1760-1960**

Spring. 3 or 4 credits. D. A. Baugh.  
A seminar course examining instances of British rule on five continents. Topics will explore dynamics of colonization, interactions with native peoples, and the goals, successes, and failures of British imperial policies and institutions.

**HIST 252 Russian History to 1800 #**

Fall. 4 credits. W. Pintner.  
The origin and development of the fundamental social, political, economic, and cultural institutions that have determined the nature of contemporary Russian society.

**HIST 253 Russian History since 1800 #**

Spring. 4 credits. W. Pintner.  
Nineteenth- and twentieth-century Russia up to the revolution of 1917, with emphasis on the major social, political, and economic changes that have transformed Russia since the mid-nineteenth century.

**HIST 258 English History from the Revolution of 1688 to the Present #**

Spring. 4 credits. D. Baugh.  
An introductory course encompassing political, social, economic, imperial, and constitutional developments. Major themes are the significance of 1688, eighteenth-century society and politics, the rise and decline of liberalism, the Irish Question, the impact of the two world wars, and the challenges and achievements of the welfare state.

**HIST 283 Europe in the Technological Age**

Spring. 4 credits. J. Weiss.  
An introduction to politics, culture, and technology in contemporary Europe. In the sections on politics a survey of party systems and their interactions with social movements is followed by examinations of post-Communist constitution and political structures, the New Germany, and the European Union. The section on European culture pays special attention to the European press and electronic media as shapers and reflectors of cultural values. A section on the struggle over the control of the past deals with tensions and conflicts in European national memories. In the section on Nationalism and ethnicity, political and cultural approaches are combined in consideration of the wars in former Yugoslavia as well as less violent conflicts between nationalists and members of ethnic minorities elsewhere in Europe. The section on technology deals with the design of products and processes as a cultural phenomenon, making cross-national comparisons of some of the social, cultural, and institutional influences on engineering performance.

**HIST 290 Twentieth-Century Russia and the Soviet Union**

Fall. 4 credits. P. Holquist.  
An introductory lecture and discussion course spanning the lifetime of the USSR (1917-1991), but covering the last years of the Russian Empire and the first years of the post-communist present as well. Geographically, it focuses on the Russian heartland and the non-Russian areas of the Soviet Union. Course will explore the roots and consequences of the Russian Revolution; the nature and evolution of Leninism, Stalinism and Soviet communism; the entrenchment of reform of the post-Stalinist system; and the legacy of communism for the region's new regimes. Students are

introduced to a wide variety of historical materials, including documents, essays, memoirs, literature and film.

**[HIST 353 Nineteenth-Century European Intellectual History #**

Fall. 4 credits. Not offered 1996-97. Next offered 1997-98. D. LaCapra.

The focus is on social and cultural thought in France, Germany, and England. Topics include reactions to the French Revolution and industrialization; the definition of conservative, liberal, and radical perspectives; and the relation between literature and social thought. Readings include Tocqueville, Mill, Hegel, Marx, Flaubert, Dostoevsky, Nietzsche, and Durkheim.]

**[HIST 354 Twentieth-Century European Intellectual History (also Comparative Literature 340)**

Fall. 4 credits. Not offered 1996-97. D. LaCapra.

This course examines significant currents in twentieth-century thought in France, Germany, and England. Topics include the varieties of existentialism, the development of the social sciences, psychoanalysis, the modern novel, structuralism, and poststructuralism. Readings include Weber, Freud, Heidegger, Sartre, Camus, Woolf, Foucault, and Derrida.]

**[HIST 355 The Old Regime: France in the Seventeenth and Eighteenth Centuries #**

4 credits. Not offered 1996-97. Next offered 1997-98. S. Kaplan.

A systematic examination of the social structure, economic life, political organization, and collective mentalities of a society that eclipsed all others in its time and then, brutally and irreversibly, began to age. France, in European perspective, from the wars of religion through the age of Voltaire.]

**[HIST 356 The Era of the French Revolution and Napoleon #**

Spring. 4 credits. Not offered 1996-97. Next offered 1997-98. S. Kaplan.

A study of the failure of the traditional system, its dismantling and replacement in France, and the international consequences. Focus will be on the meaning of the revolutionary experience, the tension between the desires to destroy and to create, and the implications of the Revolution for the modern world.]

**[HIST 357 Survey of German History, 1648-1890 #**

Fall. 4 credits. Open to freshmen with permission of instructor. Not offered 1996-97. I. Hull.

An examination of the social, political, intellectual, and diplomatic history of the German states from the devastation of the Thirty Years' War, through absolutism, the bourgeois revolutions of 1848, and the struggle for unification, to the beginning of the modern industrial state.]

**[HIST 358 Survey of German History, 1890 to the Present**

Fall. 4 credits. Open to freshmen with permission of instructor. Not offered 1996-97. Next offered 1997-98. I. Hull.

The "German problem" is examined. Major topics include tensions caused by rapid industrialization presided over by a preindustrial, political elite; origins of World War I; growth of anti-Semitism; social dislocations of World War I; failure of the socialist revolution of 1918-1919; unstable Weimar democracy

and the rise of nazism; the Nazi state; World War II; and the two Germanies.]

**HIST 362 European Cultural History, 1815-1870 (also Comparative Literature 352) #**

Fall. 4 credits. M. Steinberg.

In 1996-97, History 362 and 363 will be offered in consecutive semesters. History 362 will focus on the making of middle-class culture, thinking, and imagination in Germany, France, and England. We will look at the legacies of Enlightenment and revolution, religious and class conflict, the origins of nationalism, the rise of urban culture, and issues of property, gender, and sexuality. Primary readings (including novels, paintings, and operas) will be considered along with contemporary historical and critical analyses.

**HIST 363 European Cultural History, 1870-1945 (also Comparative Literature 353)**

Spring. 4 credits. M. Steinberg.

This course will focus on problems of modernity, identity, and ideology in comparative European contexts. We will address the politics and culture of German nationalism, French urbanism and religious revival, the cultural origins of psychoanalysis, technological culture (including film), and the cultural origins and dynamics of fascism. As in 362, primary materials (including Wagner, Nietzsche, Flaubert, Manet, and Freud) will be considered along with recent theoretical work.

**[HIST 379 War and Society: The Origins of the First World War, 1870-1919 #**

Spring. 4 credits. Open to freshmen with permission of instructor. Not offered 1996-97. Next offered 1997-98. Baugh, Hull, Pintner.

The First World War destroyed the European world: its hegemony in international politics, its international balance, its social and economic structures, its intellectual certainties. This course examines the long-term and immediate causes of this cataclysm, with special focus on the relations between the various countries' domestic politics and their foreign policies, the changing balance of power, economic rivalries, imperialism, the growth of extreme nationalism, and the arms race. It ends by considering why the war was so long and destructive and why, afterwards, no one could put the pieces back together again.]

**[HIST 380 Social History of Western Technology**

Spring. 4 credits. Not offered 1996-97. Next offered 1997-98. J. Weiss.

For description see History of Science.]

**[HIST 383 Europe, 1900-1945**

Fall. 4 credits. Not offered 1996-97. Next offered 1997-98. J. Weiss.

An investigation of the major developments in European politics between 1900 and the end of the Second World War. Emphasis on the rise and fall of democratic political systems and their alternatives. Topics include the reorientation of liberalism and socialism, the transforming effects of war and depression, the dynamics and diplomacy of fascism, the European response to the economic and ideological influence of America and the Soviet Union, the changes in Eastern Europe during the interwar years, and the interaction between politics and social structure.]

**[HIST 384 Europe, 1945-1968**

Fall. 4 credits. Not offered 1996-97. J. Weiss.

A political and social history of Europe between the fall of fascism and the political crises of 1968. Emphasis on the comparative study of the elaboration of democratic institutions and ideologies. Topics include the origins and course of the Cold War in Western and Eastern Europe, Gaullism and Christian Democracy, the emergence of welfare states, liberal-democratic and Communist culture, the end of colonial empires in the West, opposition movements in Eastern Europe, and the general upheaval of 1968.]

**[HIST 385 Europe in 20th Century: 1968-1990**

Spring. 4 credits. Not offered 1996-97. J. Weiss.

The major political developments in Europe between the upheavals of 1968 and the collapse of Communist regimes. Topics will include the effects of economic turmoil in 1973-1974; the response to terrorism; regionalist movements; new ethnic minorities and their opponents; Socialist governments in southern Europe; the arrival of democracy in Spain, Portugal, and Greece; new dynamics in the European Community; the rise of Thatcherism; the war scare of the 1980s; and the final phase of the Cold War.]

**[HIST 405 Population and History**

4 credits. Not offered 1996-97. Next offered 1997-98. S. Kaplan.

For description, see Comparative History.]

**[HIST 406 The People in the French Revolution #**

4 credits. Not offered 1996-97. Next offered 1999-00. S. Kaplan.

The Revolution was nothing if not a mass event. Mass action played a critical part in shaping its course. The "re-invention" of France affected the population down to each village and demanded decisions from virtually every adult. This course will focus on the people as actors: their collective memory, their ideologies, their repertoire of intervention, the formation of a popular political culture. It will examine the encounters between the people (in their multiple incarnations) and the revolutionary elites who sought to articulate and appropriate the Revolution. A major theme will be the tension between the ambitions to achieve liberty and equality.]

**[HIST 409 Seminar on Work in Europe and America**

Fall. 4 credits. Not offered 1996-97. Next offered 1998-99. S. L. Kaplan.

For description see Comparative History.]

**[HIST 435 Collective Action and Politics in Modern Europe**

Not offered 1996-97. S. Kaplan, S. Tarrow.

For description, see GOVT 435.]

**[HIST 441 Seminar in the European Enlightenment #**

4 credits. Prerequisite: permission of instructor. Not offered 1996-97. Semester/TBA. I. Hull.]

**[HIST 451 Lord and Peasant in Europe: A Seminar in Social History #**

4 credits. Not offered 1996-97. S. L. Kaplan.]



**[HIST 456 Seminar in European Cultural History]**

Spring. 4 credits. Not offered 1996–97.  
Next offered 1997–98. M. Steinberg.]

**[HIST 457 Seminar in European Fascism]**

4 credits. Prerequisite: permission of instructor. Not offered 1996–97. Semester/TBA. I. Hull.]

**[HIST 462 Popular Culture in European History]**

Fall. 4 credits. Not offered 1996–97.  
S. L. Kaplan.

An examination of the origins, practices and meanings of popular culture throughout Europe from the Middle Ages to the era of the French Revolution. After considering the various ways in which "culture" and "popular" can be construed, the seminar will focus on the specific manifestations of popular culture, its various languages and gestures, and its complex relations with the dominant/elite cultures.]

**[HIST 464 Russian Social History #]**

Fall. 4 credits. Prerequisite: one semester of Russian history or permission of instructor. W. Pintner.

Examines the development of major social groups throughout Russian history in the sixteenth and twentieth centuries and compares them to similar groups in other societies.

**[HIST 467 Seminar in Modern European Political History]**

Spring. 4 credits. Not offered 1996–97.  
Permission of the instructor required.  
J. Weiss.]

**[HIST 474 Topics in Modern European Intellectual History]**

Fall. 4 credits. Prerequisite: permission of instructor. D. LaCapra.

Topic for 1996–97: Modernism, Postmodernism, and the Disciplines. The seminar will investigate attempts to define and evaluate modernism and postmodernism. It will also relate these attempts to the problem of defining disciplines, especially historiography, literary criticism, and philosophy. One crucial issue to be explored is the role of critical self-reflection in the practice of a discipline, including the relation of self-reflection to historical understanding itself.

**[HIST 476 Social and Cultural History of Contemporary Europe]**

Fall. 4 credits. Not offered 1996–97.  
J. Weiss.

The "other Europe": language, culture, and nation among the minority peoples of Europe. A comparative investigation of the development of the cultural and historical identity of non-dominant European ethnic groups and their relation to the formation and policies of European national states: the Basques, the Welsh, the Catalans, the Bretons, the Occitans, the Gaelic Irish, the Faoese, the Gypsies, the Romansh, and others. The course will combine historical, literary, and sociolinguistic approaches.]

**[HIST 477 Seminar on the Politics of the Enlightenment #]**

Spring. 4 credits. Not offered 1996–97.  
Next offered 1997–98. S. Kaplan.

An inquiry into the historical origins of European (especially French) political, social, and economic thought, beginning in the 1680s, at the zenith of Louis XIV's absolutism, and culminating in the French Revolution a

century later. Emphasis is on the relation of criticism and theory to actual social, economic, religious, and political conditions. An effort is made to assess the impact of enlightened thought on the eighteenth-century world and to weigh its implications for modern political discourse. Readings in translation from such authors as Bayle, Montesquieu, Voltaire, Rousseau, Diderot, and others as well as from modern scholarly and polemical literature.]

**[HIST 478 Stalinist Civilization]**

Spring. 4 credits. P. Holquist.  
The collapse of the Soviet Union provides an opportunity to reconsider the entire Stalinist experience, both on the basis of newly accessible documents and from fresh perspectives. This course approaches Stalinism as an entire system, examining the links between high politics, foreign relations, culture and everyday political strategies. Readings will include historical studies as well as newly available primary materials. Knowledge of Russian not required.

**[HIST 480 Twentieth-Century Britain]**

Spring. 4 credits. Open to sophomores, juniors, and seniors. Not offered 1996–97.  
D. Baugh.

A seminar course, focusing on political and social history. The main emphasis is on the two world wars and their role in British economic and imperial decline. The course also looks at some great personages—Lloyd George, Churchill, and Bevin—and the major political and social transitions, taking departure from Edwardian era.]

**[HIST 485 The Historical Origin of the Post-Soviet Successor States]**

Spring. 4 credits. W. Pintner.  
The course will deal with the peoples of several of the many new states emerging from the former USSR, probably including the Ukrainians, one of the Baltic Peoples, the Muslim Turks of Central Asia, and either the Georgians or the Armenians. Special attention will be paid to how each group came to the part of the Russian empire, their relations with Russians in both the pre- and post-revolutionary periods, and the growth of national consciousness within each national group.

**[HIST 490 Empire, State, and Nation in Russian and Soviet History]**

Fall. 4 credits. P. Holquist.  
The Russian Empire represented a distinct type of empire, and the USSR provided a specific paradigm of nation-building. Among the topics treated in this course: how the heterogeneous Russian Empire was conceived and administered; the emergence of competing models of political organization (ethnonationalism; federalism; pan-Islamic and pan-Turkic movements); the USSR's attempts to reintegrate many former areas of the Empire, and the consequences of such Soviet policies, both in the life of the USSR and their legacy for post-communist states. Readings will include historical treatments as well as theoretical readings on forms of political organization.

**[HIST 605 Graduate Seminar in European Cultural and Intellectual History (also German Studies)]**

Fall. 4 credits. M. Steinberg.  
The seminar will focus on the issues of modern subjectivity among German Jewish thinkers, with an emphasis on the Weimar

period. Readings of Freud, Rosenzweig, Leo Strauss, Aby Warburg, and Walter Benjamin, among others, according to student interest.

**[HIST 635 The Gates to Modernity: From Karlsbad to the 1848 Revolution (also German Studies 635)]**

4 credits. Anchor course. Not offered 1996–97. P. Hohendahl.  
For description, see GER ST 635.]

**[HIST 661 Graduate Seminar in Twentieth-Century German History]**

4 credits. Prerequisite: permission of instructor. Not offered 1996–97. Semester/TBA. I. Hull.]

**[HIST 672 Seminar in European Intellectual History]**

Fall. 4 credits. D. LaCapra.

**[HIST 673 Seminar in European Intellectual History]**

Spring. 4 credits. D. LaCapra.

**[HIST 674 Graduate Seminar in German History, 1770–1918]**

Fall. 4 credits. Not offered 1996–97. Next offered 1997–98. I. Hull.

Topic for 1995: Law in German History. This course explores selected topics in the political, social, and cultural history of Germany from 1770 to 1918. It is designed to introduce graduate students to the history and historiography of modern Germany and to allow those with sufficient preparation to pursue directed research during the semester.]

**[HIST 675 After the Divide: German Critical Theory of the Seventies and Eighties (also Comparative Literature 675 and German Studies 675)]**

4 credits. Not offered 1996–97.  
P. Hohendahl.  
For description, see GER ST 675.]

**[HIST 677 Seminar in Russian History]**

Fall. 4 credits. W. Pintner.

**[HIST 678 Seminar in Modern European Social History]**

Spring. 4 credits. Permission of instructor required. J. Weiss.  
Topic: political culture since World War II.

**[HIST 750 European History Colloquium]**

Fall and spring. 4 credits, each term.  
Kaplan, Steinberg (fall); Weil (spring).  
A research colloquium designed for European history graduate students. The colloquium will offer a forum for students to present papers and to discuss the work of visiting scholars.

**Honors and Research Courses**

Note: History 301–302 are not regular courses for which students may sign up at will. They are personal arrangements between an instructor and a particular student. Students must first gain the consent of a particular instructor to work with them.

**[HIST 301 Supervised Reading]**

Fall or spring. 2 credits. Open only to upperclass students. Prerequisite: permission of instructor. Staff.

**[HIST 302 Supervised Research]**

Fall or spring. 3 or 4 credits. Open only to upperclass students. Prerequisite: permission of instructor. Staff.

**HIST 400 Honors Proseminar**

Fall. 4 credits. Limited to 15 students. For prospective honors candidates in history. Prerequisite: permission of a member of the Honors Committee is required to register. M. Kammen.

An examination of major approaches to historical inquiry and analysis. Masterworks of historical writing (traditional as well as recent) will be discussed. There will be one short essay and a longer paper (a study of the work of one major historian). The readings will be drawn from all time periods and diverse cultures.

**HIST 401 Honors Guidance**

Fall or spring. 4 credits. Prerequisites: History 400 and permission of instructor. Staff.

**HIST 402 Honors Research**

Fall or spring. 4 credits. Prerequisites: History 400 and permission of instructor. Staff.

**HIST 703-704 Supervised Reading**

703, fall; 704, spring. 4 credits each term. Limited to graduate students. Prerequisite: permission of instructor. Staff.

**HIST 709 Introduction to the Graduate Study of History**

Fall. 4 credits. Required of all first-year graduate students. S. Blumin, S. Cochran. The course is designed to introduce entering graduate students to crucial issues and problems in historiography that cut across various areas of specialization.

**HISTORY OF ART**

L. L. Meixner, acting chair (1996-97); C. Lazzaro, chair; K. Barzman, director of graduate studies; J. E. Bernstock, director of undergraduate studies; R. G. Calkins, H. Foster, P. I. Kuniholm, A. Ramage, S. Reiss, M. W. Young.

The Department of the History of Art provides a broad range of introductory and advanced courses in Western (European and American) and non-Western art (particularly East and Southeast Asian), from ancient times to the present. Courses have various emphases: archaeology, artists, styles, themes, iconography (the study of subject matter), patronage, social history, and theoretical perspectives. The department offerings reflect the interdisciplinary nature of the subject and the importance of critical theory in interpreting works of art. The resources of the Herbert F. Johnson Museum of Art frequently serve as the focus for discussion sections and paper assignments.

**The Major**

The major in history of art enables students to acquire a familiarity with the art of many different cultures and a deeper knowledge of selected periods and places. The major strengthens visual, analytic, and interpretive skills, and reading and writing abilities. The major has requirements to ensure both breadth and depth, but it is also flexible enough to be tailored to each student's interests. In their junior and senior years, majors work closely with their advisers to determine their own course of study.

**Admission to the Major**

Students wishing to major in the history of art should complete two courses at Cornell in the department by the end of their sophomore year. One of the two courses required for entry into the major must concern material that deals predominantly with periods before 1500 AD or with non-Western art. These two courses are prerequisites for the major and may not be counted toward fulfillment of the major requirements. Prospective majors should consult with the director of undergraduate studies.

**Requirements for the Major**

The major in History of Art requires 36 credits, of which 30 must be at the 300-level or higher.

Majors should acquire a broad familiarity with the history of art in several chronological and geographical areas (in Western art: ancient, medieval, Renaissance and baroque, and modern; and in non-Western art: Chinese, Japanese, Southeast Asia, or other areas that are occasionally taught in the department). The department does not offer a sweeping survey of Western art, because such a course provides only a very superficial knowledge, but it encourages students to gain experience with several areas in the history of art. The major requires at least one course in an area from ancient through baroque art, one course in modern art, and one in non-Western art.

Majors must in addition develop a thorough knowledge of at least two and preferably three areas in the history of art. By studying them on progressively more advanced levels, students will also acquire facility with the tools and methods of the discipline of art history. The major requires two sequences of courses, each in a different area. A sequence is two courses in the same area, the second at a higher level than the first, as in a 200- and 300-level course or a 300- and 400-level course. One seminar (400- or 500-level course) is also required for the major.

Majors will acquire an understanding of different approaches in the history of art, such as connoisseurship, iconography, and various methods informed by poststructuralist theories for the analysis of works of art. Majors are required to take the proseminar, which is a survey of methods and historiography, normally taken in the fall of their junior year. They are also encouraged to take at least one additional course that will develop their knowledge and skills in one method of the study of art (as in museum issues and dendrochronology) or their understanding of critical discourses (art criticism since the nineteenth century, psychoanalytic, marxist, feminist, and postmodern criticism).

The history of art is intrinsically interdisciplinary and various other disciplines are necessary complements for understanding of works of art in their historical and cultural contexts. Therefore, majors are encouraged to take related courses in history of architecture, history, literature, critical theory, studio art, etc. Majors are also encouraged to study foreign languages related to their principal interests in art, particularly if they are considering graduate study. In addition to the 36 credits, the major also requires two courses in related areas, approved by the adviser, or two additional courses in the department.

**Honors**

To become a candidate for the degree of Bachelor of Arts with honors in the history of art, a student must have a cumulative average of B+ for all courses taken in the department and in all arts and sciences courses. Application to write an honors thesis should be made to the director of undergraduate studies during the second term of the junior year. The application must include a summary of the proposed project, an endorsement by a faculty sponsor, and a copy of the student's transcript. In the senior year the honors candidate will include in his/her course load, History of Art 600 and 601. These courses address the research and writing of the senior thesis under the direction of the student's project adviser.

**Course Numbering System**

100-level courses are all freshman writing seminars.

200-level courses are introductions to the major subdivisions of Western and non-Western art and they often have large enrollments.

300-level courses are more specialized, and some have the introductory course in the appropriate area as a prerequisite. Freshmen are advised to take the introductory courses unless they already have substantial background in the history of art.

400-level courses are upper-level seminars, primarily for undergraduates, although graduate students in the history of art and other fields also take them.

500-level courses are primarily graduate seminars, which undergraduates may also take.

**Freshman Writing Seminars**

For Freshman Writing Seminar offerings in the History of Art, see the John S. Knight Writing Program's special brochure. These courses may be used as freshman electives but not to satisfy the distribution requirement.

**Courses****History of Art Introductory Courses**

200-level courses in Western art have been changed. 220, 230, 245, and 260 will all be offered as 4-credit courses with required sections.

**ART H 202 Survey of European Art: Renaissance to Modern #**

Summer only. 3 credits. Staff.

The major traditions and movements in western European art from the Renaissance to the Modern period. Painting, sculpture, and architecture with an emphasis on painting.

**ART H 220 Introduction to Art History: The Classical World (also Classics 220) #**

Fall. 4 credits. Each student must enroll in a section. J. Coleman.

An overview of the art and archaeology of the Greek and Roman world. The sculpture, vase painting, and architecture of the ancient Greeks from the Geometric period through the Hellenistic, and the art of the Romans from the early Republic to the late empire.

**[ART H 221 Minoan-Mycenaean Art and Archaeology (also Classics 221 and Archaeology 221) #**

3 credits. Not offered 1996-97; next offered 1997-98. J. Coleman.

The birth of civilization in Greece and the Aegean islands during the Bronze Age. The main focus is on the rise and fall of Minoan Crete and Mycenaean Greece, with consideration given to the nature and significance of Aegean interactions with Egypt, the Near East, and Anatolia.]

**[ART H 224 Archaeology in Action I (also Classics 232 and Archaeology 232) #**

3 credits. Prerequisite: permission of instructor. Not offered 1996-97. P. I. Kuniholm.]

**[ART H 225 Archaeology in Action II (also Classics 233 and Archaeology 233) #**

3 credits. Prerequisite: permission of instructor. Not offered 1996-97. P. I. Kuniholm.]

**ART H 230 Introduction to Art History: Monuments of Medieval Art (also Religious Studies 230) #**

Spring. 4 credits. Each student must enroll in a section. R. G. Calkins.

An introduction to the approaches to art history through a study of selected works of art from the Middle Ages: architecture, sculpture, painting, manuscript illumination, metalwork, and ivory.

**ART H 245 Introduction to Art History: Renaissance and Baroque Art #**

Fall. 4 credits. Each student must enroll in a section. K. Barzman.

A survey of major works of European painting, sculpture, and architecture from 1400 to 1700. The focus is on preeminent artists, workshop methods, style, meaning, patronage, and the function of art in a range of social contexts. The course also covers the methods of art history currently practiced in Renaissance and Baroque studies. Weekly section meetings are required.

**ART H 260 Introduction to Art History: The Modern Era**

Spring. 4 credits. Not open to students who have taken History of Art 261. Each student must enroll in a section. J. E. Bernstock.

A discussion of the most important developments in art from 1780 to the present. The emphasis is on major movements and artists such as Romanticism (Delacroix), Realism (Courbet), Impressionism (Monet), Post-Impressionism (van Gogh), Cubism (Picasso), Fauvism (Matisse), Surrealism (Miro), Abstract Expressionism (Pollock), and Pop Art (Warhol).

**ART H 261 Introduction to Art History: Modern Art**

Summer only. 3 credits. Staff.

An introduction to early modern art as it developed between the French Revolution and World War I. Both European and American movements are examined, including Romanticism, Impressionism, and Cubism. Units are organized around central figures such as Mary Cassatt, Edgar Degas, Thomas Eakins, and Vincent van Gogh. Lectures are supplemented with discussions of methods of inquiry, including social history and feminism, fundamental to interpreting works of art.

**ART H 280 Introduction to Art History: Approaches to Asian Art @ #**

Fall. 3 credits. Staff.

Designed to introduce students to the varied responses of the Asian artist in different social and geographical contexts. By selective focus and emphasis rather than broad survey, the student will gain some familiarity with the Javanese shadow-puppet theater, high-fired ceramics, Chinese landscape painting, Buddhist sculpture and painting of Thailand, Indian miniature paintings, and Japanese prints. A number of class sessions will meet in the Herbert F. Johnson Museum of Art.

**ART H 309 Dendrochronology of the Aegean (also Classics 309 and Archaeology 309)**

Fall and spring. 4 credits. Prerequisite: permission of instructor. Limited to 10 students. P. I. Kuniholm.

Participation in a research project of dating modern and ancient tree-ring samples from the Aegean and Mediterranean. Supervised reading and laboratory work. A possibility exists for summer fieldwork in Greece and Turkey.

**[ART H 320 The Archaeology of Classical Greece (also Classics 320) #**

4 credits. Not offered 1996-97. A. Ramage.]

**[ART H 322 Arts of the Roman Empire (also Classics 350) #**

4 credits. Not offered 1996-97. A. Ramage.

The visual arts in the service of the first world state. The course starts with the architecture, painting, and sculpture of the Etruscan and Republican period but concentrates on monuments of the Imperial era in Italy and the provinces until the time of Constantine. Art made for private patrons is considered, along with the official presentations of the emperors.]

**[ART H 323 Painting in the Greek and Roman World (also Classics 323) #**

4 credits. Not offered 1996-97. A. Ramage.]

**[ART H 325 Greek Vase Painting (also Classics 325) #**

4 credits. Not offered 1996-97. A. Ramage.]

**[ART H 326 Greek Cities and Towns (also Classics 326) #**

4 credits. Prerequisite: Classics/History of Art 220 or permission of instructor. Not offered 1996-97; next offered 1998-99. J. Coleman.]

**[ART H 327 Greek and Roman Coins (also Classics 327) #**

4 credits. Not offered 1996-97. A. Ramage.]

**ART H 328 Greeks and Their Neighbors (also Classics 322) #**

Spring. 4 credits. J. Coleman.  
For description, see CLASS 322.

**ART H 329 Greek Sculpture (also Classics 329) #**

Spring. 4 credits. J. Coleman.  
For description, see CLASS 329.

**[ART H 332 Architecture in the Middle Ages (also Architecture 382, Religious Studies 332) #**

4 credits. Not offered 1996-97. R. G. Calkins.]

**ART H 333 Early Medieval Art and Architecture #**

Spring. 4 credits. R. G. Calkins.

Sculpture, painting, and architecture in the period from the late antique through the Carolingian era (A.D. 300-900). The evolution of the early Byzantine tradition will also be considered.

**[ART H 334 Romanesque Art and Architecture #**

4 credits. Not offered 1996-97.

R. G. Calkins.

The painting, manuscript illumination, sculpture, and architecture of the eleventh and twelfth centuries, primarily in France, England, and Spain. Particular attention will be paid to the art of the Pilgrimage Roads, the manifestation of specific regional styles, the problems of Byzantine influence, the significance of the art of the church treasures, and the factors that brought about the transition to the early Gothic.]

**[ART H 335 Gothic Art and Architecture (also Religious Studies 335) #**

4 credits. Not offered 1996-97. R. G. Calkins.]

**[ART H 336 Prelude to the Italian Renaissance (also Religious Studies 336) #**

4 credits. Not offered 1996-97. R. G. Calkins.]

**[ART H 337 The Medieval Illuminated Book (also Religious Studies 337) #**

4 credits. Not offered 1996-97. R. G. Calkins.

A study of selected major examples of medieval illuminated manuscripts from between A.D. 300 and 1500. Facsimiles of major manuscripts such as the Lindisfarne Gospels, the Book of Kells, and the Hours of Mary of Burgundy will be examined. Students will write a research paper on a manuscript of their choice.]

**ART H 341 Flemish Painting (also Religious Studies 342) #**

Fall. 4 credits. R. G. Calkins.

An examination of Flemish painting in the 15th century, with emphasis on the works of Robert Campin, Jan van Eyck, Roger van der Weyden, Hugo van der Goes, Hans Memling, and ending with Jerome Bosch. Issues of the social, economic, and devotional context will be discussed as they pertain to the particular development of Northern Realism and Symbolism during this century.

**[ART H 342 Medieval and Renaissance German Art #**

4 credits. Not offered 1996-97. R. G. Calkins.]

**[ART H 343 Italian Renaissance of the Fifteenth Century #**

4 credits. Not offered 1996-97. C. Lazzaro.]

**ART H 344 Italian Renaissance of the Sixteenth Century: Leonardo, Michelangelo, and Raphael #**

Fall. 4 credits. S. Reiss.

A detailed examination of the art and architecture of these three great artists and of the cultural and historical environment in which they worked. The primary focus of the course will be works of art and architecture created by Leonardo, Michelangelo, and Raphael, but their writings will be studied as well. The importance of drawing for these artists will be stressed, as will the profound

impact of their art and thought on other sixteenth-century painters, sculptors and architects. The course will emphasize conditions of patronage in Florence, Milan, and at the papal court in Rome, and the results of recent conservation campaigns involving works by the three artists will be considered.

**[ART H 345 Rome, Florence, and Venice in the Sixteenth Century #**

4 credits. Not offered 1996-97.  
C. Lazzaro.]

**ART H 348 Renaissance Art in Northern Europe: The Sixteenth Century #**

Spring. 4 credits. Prerequisites: History of Art 245, 341, 342, 351 or permission of instructor. S. Reiss.

This course will examine the painting, graphic arts, and sculpture of Northern Europe in the sixteenth century. The principal emphasis will be on art produced in the Netherlands and Germany. Topics to be considered include patronage and audience in different regions of Northern Europe, the importance of fifteenth-century traditions, the impact of Italian art, and the development of specifically northern forms of artistic expression in religious and secular art, including landscape, portraiture, and genre painting. Among the themes we will explore are constructions of gender and representations of women in Northern Renaissance art, attitudes to peasants and the urban lower classes, the impact of the Protestant Reformation and iconoclasm, and the development of the art market in the North. Artists to be considered include Bosch, Bruegel, Dürer, and Grünewald.

**[ART H 350 The Culture of the Renaissance I (also History 361 and Comparative Literature 361) #**

4 credits. Each student must enroll in a section. Not offered 1996-97. C. Lazzaro, J. M. Najemy.

An interdisciplinary exploration of some major themes of Renaissance society and culture from the fourteenth to the sixteenth centuries. Utilizing the perspectives of history, art history, and literature, the course will investigate the representation in primary texts and works of art (and with the aid of selected modern criticism) of Renaissance discourses of antiquity and authority, education and learning, politics, gender and family, love and eros, and cross-cultural encounters. Most of the attention will be to Italian history and culture, but with some comparisons to other European contexts. Readings include selections from Petrarch, Boccaccio, Alberti, Machiavelli, More, Erasmus, and Vasari. Artists range from Ambrogio Lorenzetti to Mantegna, Dürer, Titian, and others. Two lectures and a required discussion section each week. (Undergraduates must preregister for one of the sections.)

**[ART H 351 The Culture of the Renaissance II (also Comparative Literature 362, English 325) #**

4 credits. Not offered 1996-97; next offered 1997-98.]

**ART H 355 Art as Spectacle: The Italian Baroque (also Religious Studies 352) #**

Spring. 4 credits. K. Barzman.

This course casts the Italian Baroque as a society of spectacle. Lectures and discussions will focus on frescoes, public sculpture, architecture, and the re-organization of urban space in Italian cities from the end of the

Council of Trent (1563) through the papacy of Clement XII (1740). Emphasis will be placed on spectacular display, on the forms of address intended to guide and impress the viewer, and on the various institutions and individuals served by this kind of cultural production. Artists covered include Bernini, Borromini, Caravaggio, Carracci, Gaulli, Cortona, and Tiepolo.

**ART H 360 Painting and Everyday Life in Nineteenth-Century America (also American Studies 360) #**

Fall. 4 credits. L. L. Meixner.

Nineteenth-century American painters often constructed images of "exceptionalism," DeTocqueville's term for the social harmony and material abundance he considered unique to the New World. Embedded in these icons of national cohesion, however, were signs of race, class, and political conflict that we will decode through interdisciplinary methods. Our topical units include New England portraiture and commodity, Hudson River landscape and corporate (railroad) patronage, images of African-Americans and Reconstruction, images of Native Americans, the West, and Manifest Destiny. Through these, we will challenge the assumption that American art celebrated democracy, and consider more conflicted attitudes. Our key artists include John S. Copley, George Caleb Bingham, Winslow Homer, Mary Cassatt, and Thomas Eakins. Our readings include art historical texts and others by Poe, Emerson, and Whitman.

**[ART H 361 The Social History of Nineteenth-Century European Painting #**

4 credits. Not offered 1996-97.  
L. L. Meixner.]

**[ART H 362 Impressionism and Society**

4 credits. Not offered 1996-97.  
L. L. Meixner.

This course discusses French Impressionism as it relates to nineteenth-century public life. Chief artists include Manet, Cassatt, Morisot, Degas, Pissarro, Monet, Seurat, Toulouse-Lautrec, and Van Gogh. Images are interpreted as cultural products of the Third Republic, with close attention to café and brothel society, middle-class leisure, *japonisme* and imperialism, workers' movements, and Le Bon's theory of crowds. Woven into historical discussions are more theoretical considerations of utopia, capital, pathology, and the public body. Overarching issues of class, gender, and power in urban Paris will be addressed through the writings of Baudelaire, Benjamin, Pollock, Jameson, and Zola.]

**ART H 365 Art from 1940 to 1990**

Fall. 4 credits. J. E. Bernstock.

Major artists and movements in the United States since 1940, beginning with Jackson Pollock and Abstract Expressionism, and continuing through recent developments in art. Attention is devoted to the critical reception that artists have received and to artists' statement themselves.

**[ART H 366 Problems in Modernism: "Primitivism" (also Comparative Literature 386)]**

4 credits. Not offered 1996-97. H. Foster.

This course examines the different appropriations of "the primitive" in modern and postmodern art, literature, and theory. After a brief survey of Orientalism and Japonisme, we will focus on the various valuations given "the

primitive" in art from Joseph Conrad and Paul Gauguin to postcolonial discourse in the present. In this way "primitive" art will not be our subject so much as its role in the transformation of modern art and in the construction of modern identity.]

**ART H 367 Problems in Modernism: "High" and "Low" Culture (also Comparative Literature 366)**

Spring. 4 credits. H. Foster.

Never autonomous as such, "high" art is partly defined in relation to different "low" terms: folk, popular, mass, or commercial art. This course traces the symbiotic relationship between "high" and "low" art through its important modern and postmodern manifestations in the West. We will attend to formal devices (e.g., cubist collage, pop appropriation) as well as technological developments (e.g., mass production, electronic information), but our emphasis will be on critical models (e.g., Baudelaire on "modern life", W. Benjamin on "mechanical reproduction", C. Greenberg on "avant-garde and kitsch", T. J. Clark and G. Pollock on "myths of modernism", G. Debord on "spectacle", S. Sontag on "camp"). What social formations and sexual regimes underpin high/low distinctions? Are these distinctions somehow collapsed today?

**[ART H 370 Visual Culture and Social Theory (also Government 375 and Comparative Literature 368)]**

4 credits. Not offered 1996-97. H. Foster, S. Buck-Morss.]

**ART H 371 Architectural History of Washington, D.C.**

Fall or spring. Variable credit. Only for students in the Cornell-in-Washington program. Only for non-architects.  
P. Scott.

A historical and critical survey of the architecture of Washington. Attention will be given to the periods, styles, architects, and clients—public and private—of the notable buildings and to the urban landscape of the nation's capital. The vocabulary of architectural analysis and criticism will be taught. Field trips required.

**ART H 378 Art in African Culture and Society (also AS&RC 310) @**

Fall. 3 credits. S. Hassan.  
For description, see AS&RC 310.

**[ART H 380 Introduction to the Arts of China @ #**

4 credits. Not offered 1996-97.  
M. W. Young.

A one semester introduction to the arts of China, this course will examine the visual arts of the world's oldest continuous civilization in a topic rather than strict chronological framework. The lectures will cover the major contribution the Chinese have made in the area of ritual bronzes, burial art, Buddhist sculpture, pottery and porcelain, calligraphy and painting. A substantial part of the course will be devoted to the development of landscape painting, particularly in the later centuries of Chinese art. Sections for the course will meet in the Johnson Museum to examine original works from the museum's large Chinese collection.]

**[ART H 381 Buddhist Art in Asia @ #**

4 credits. Not offered 1996-97.]

**[ART H 383 The Arts of Early China @ #**

4 credits. Not offered 1996-97.  
M. W. Young.]



**[ART H 384 The Arts of Japan @ #**  
4 credits. Not offered 1996-97.  
M. W. Young.]

**[ART H 385 Chinese Painting @ #**  
4 credits. Not offered 1996-97.]

**[ART H 386 Art of South Asia @ #**  
4 credits. Not offered 1996-97.]

**[ART H 396 The Arts of Southeast Asia @ #**  
4 credits. Not offered 1996-97.]

## Seminars

Courses at the 400 and 500 level are open to upperclass students, majors, and graduate students. All seminars involve the writing and presentation of research papers. Enrollment is limited to 15 students, and *permission of the instructor is required*. Students may repeat courses that cover a different topic each semester.

### **ART H 400 Proseminar for Art History Majors: The History and Practice of Art History**

Fall. 4 credits. Prerequisite: History of Art majors only. Enrollment is limited.  
K. Barzman.

Limited to majors in the department, this seminar focuses on methods and historiography. We will consider the various practices of art history employed over the years in the analysis and interpretation of cultural production. Readings will focus on classic texts and major authors responsible for codifying these approaches. Papers will call upon students to put methods into practice and to think critically about the writing of art history.

### **ART H 401 Independent Study**

Fall or spring. 2-4 credits. May be repeated for credit. Prerequisite: permission of a department faculty member. Individual investigation and discussion of special topics not covered in the regular course offerings, by arrangement with a member of the department.

### **ART H 402 Independent Study**

Fall or spring. 2-4 credits. May be repeated for credit. Prerequisite: permission of a department faculty member. Individual investigation and discussion of special topics not covered in the regular course offerings, by arrangement with a member of the department.

### **ART H 407 Seminar on Museum Issues**

Fall. 4 credits. Prerequisite: permission of instructor. Limited enrollment. All classes will meet in the Johnson Art Museum Study Gallery. M. W. Young and museum staff.

This undergraduate seminar will utilize the resources of the Johnson Art Museum and is designed to give students with a strong art history background the opportunity to work closely and directly with original objects from the museum's major collections. The course will focus on the broad issue of art and connoisseurship and will address critically the question of what determines quality in the work of art. Topics to be covered in the weekly sessions will include methods of attribution, fakes and forgeries, technique and media, restoration and conservation. Some sessions will involve curatorial staff of the museum. Frequent reports and a significant final paper will be expected of all participants.

Enrollment is limited, and permission of the instructor is necessary before the first meeting. Students interested in this course should indicate so by notifying the department directly at the time of pre-registration.

### **[ART H 423 Ceramics (also Classics 423 and Archaeology 423)**

4 credits. Not offered 1996-97; next offered 1998-99. A. Ramage.]

### **[ART H 424 Sardis and the Cities of Asia Minor (also Archaeology 432 and Classics 432) #**

4 credits. Not offered 1996-97.  
A. Ramage.]

### **ART H 425 Seminar on the Bronze Age Architecture of Asia Minor (also Classics 430 and Archaeology 425) #**

Spring. 4 credits. Prerequisite: permission of instructor. P. I. Kuniholm. The course will cover major architectural building programs from Neolithic Catal Hüyük, Beycesultan, to the final phases of Troy and Hittite Bogazköy. The art and archaeology of these civilizations will be taken into account when relevant. Reading knowledge of German useful.

### **[ART H 427 Seminar on Roman Art and Archaeology (also Classics 435) #**

4 credits. Prerequisite: permission of instructor. Not offered 1996-97.  
A. Ramage.]

### **[ART H 434 The Rise of Classical Greece (also Classics 434) #**

4 credits. Recommended: Classics 220 or History of Art 220, Classics 221 or History of Art 221, or permission of instructor. Not offered 1996-97. P. I. Kuniholm.]

### **[ART H 441 Medieval Art in Washington Collection**

4 credits. Only for students in the Cornell-in-Washington program. Not offered 1996-97. R. G. Calkins.]

### **[ART H 448 Studies in Sixteenth-Century European Art #**

4 credits. Prerequisite: permission of instructor. Not offered 1996-97.  
C. Lazzaro.]

### **[ART H 450 Women in Italian Renaissance Art (also Women's Studies 451) #**

4 credits. Prerequisite: permission of instructor. Not offered 1996-97.  
C. Lazzaro.]

### **[ART H 451 Prints of the Fifteenth through the Seventeenth Century #**

4 credits. Prerequisite: permission of instructor. Not offered 1996-97.  
C. Lazzaro.]

### **[ART H 456 Seminar in Baroque Art #**

4 credits. Prerequisite: permission of instructor. Not offered 1996-97.  
K. Barzman.]

### **[ART H 461 Fin-de-siècle Cultures in Europe, England, and America #**

4 credits. Prerequisite: permission of instructor. Auditing is not permitted. Not offered 1996-97. L. L. Meixner.]

### **ART H 462 Topics in Early Modernism #**

Fall. 4 credits. Prerequisite: permission of instructor. Auditing is not permitted. Not open to freshmen or sophomores.  
L. L. Meixner.

Seminar Topic for 1996: Post Impressionism. Our project is to seek the themes, styles, and social concerns linking various American and European artists during a period of transition between the nineteenth and twentieth centuries. Topics include: James Ensor and Belgian public life, Edvard Munch and Norwegian literati, the Nabis, Symbolists, Decadents, and Pont Aven artists. Key literary figures include Poe, Ibsen, and Strindberg. We seek to consider whether or not there existed a fin-de-siècle "mentality," and what it might comprise.

### **ART H 463 Studies in Modern Art**

Fall. 4 credits. Prerequisite: permission of instructor. J. E. Bernstock.

Topic for 1996: Modern Sculpture. Developments in modern sculpture will be explored from their beginnings in the late nineteenth century. A wide range of styles, media, and content will be studied. The focus will be on major sculptors, such as Auguste Rodin, Constantin Brancusi, Henry Moore, David Smith, Alberto Giacometti, Louise Nevelson, George Segal, Donald Judd, Robert Morris, Eva Hesse and Richard Serra.

### **ART H 464 Studies in Modern Art**

Spring. 4 credits. Prerequisite: permission of instructor. Auditing is not permitted. J. E. Bernstock.  
Topic for 1997: To be announced.

### **[ART H 466 Women Artists (also Women's Studies 404)**

4 credits. Prerequisite: permission of instructor. Not offered 1996-97.  
J. E. Bernstock.

This seminar will be devoted to a study of the work of women artists from antiquity to the present. The works of the most prominent women artists from each period will be studied in relation to the changing roles of women in society. The artists to be studied include Jennifer Bartlett, Artemisia Gentileschi, Elizabeth Vigée-Lebrun, Mary Cassatt, Käthe Kollwitz, Georgia O'Keeffe, Louise Nevelson, Joan Mitchell, Judy Chicago, and Barbara Kruger.]

### **[ART H 470 Postmodernist Art and Criticism (also Comparative Literature 474)**

4 credits. Prerequisite: permission of instructor. Not offered 1996-97.  
H. Foster.]

### **[ART H 476 Seminar in American Art**

4 credits. Not offered 1996-97.]

### **[ART H 477 Impressionism in America and France #**

4 credits. Prerequisite: permission of instructor. Not offered 1996-97.  
L. L. Meixner.]

### **[ART H 478 Post-Impressionism in France**

4 credits. Not offered 1996-97.  
L. L. Meixner.]

### **[ART H 481 The Arts in Modern China @**

4 credits. Not offered 1996-97.]

### **[ART H 482 Ceramic Art of China and Southeast Asia @ #**

4 credits. Prerequisite: permission of instructor. Not offered 1996-97.]

### **[ART H 483 Chinese Art of the T'ang Dynasty @ #**

4 credits. Not offered 1996-97.  
M. W. Young.]

**[ART H 486 Studies in Chinese Painting @ #**

4 credits. Not offered 1996-97.  
M. W. Young.]

**[ART H 488 Traditional Arts of Southeast Asia @ #**

4 credits. Not offered 1996-97.]

**[ART H 489 Miniature Paintings and Drawings of India @**

4 credits. Not offered 1996-97.]

**[ART H 494 Feminist Theory and the History of Art**

4 credits. Prerequisite: permission of instructor. Not offered 1996-97.  
K. Barzman.

Seminar participants will examine the impact of feminist theory on art historical practice. Based on critical analysis of texts from the early 1970s to the present, we will consider the range of methods employed, the discursive traditions to which they belong (e.g., liberal, Marxist, psychoanalytic, poststructuralist), the relative merits of the methods, and the interpretive problems they present. At the graduate level, some additional meetings and work required.]

**[ART H 520 Seminar in Classical Archaeology (also Classics 630 and Archaeology 520)**

4 credits. Prerequisite: permission of instructor. Not offered 1996-97.  
P. I. Kuniholm.]

**[ART H 531 Problems in Medieval Art and Architecture (also Religious Studies 531)**

Fall. 4 credits. Prerequisite: permission of instructor. R. G. Calkins.

Topic for Fall 1996: Late Flemish Illuminated Manuscripts. An examination of Late Flemish illuminated manuscripts, mostly late 15th-century Books of Hours, with particular attention to their cycles of miniatures, sequence of texts, and relationships of illustrations to the texts and the manuscript as a whole. Facsimiles of relevant manuscripts housed in the Rare Book Room will constitute the primary resource.

**[ART H 540 Seminar in Renaissance Art**

4 credits. Prerequisite: permission of instructor. Not offered 1996-97.  
C. Lazzaro.]

**[ART H 549 Problems in Interpretation in Italian Renaissance Art**

4 credits. Prerequisite: permission of instructor. Not offered 1996-97.  
C. Lazzaro.

This seminar will examine assumptions about meaning and how meaning is produced in Renaissance art. Various interpretative strategies will be examined, among them iconographic, semiotic, feminist, and psychoanalytic, within a specifically Renaissance literary, intellectual, and social context. Text by Panofsky and critical discussions of them, Baxandall, Bryson, and others will be read and discussed with reference to particular works of art. The seminar is intended primarily for graduate students in all areas of History of Art and those in other disciplines with an interest in the Italian Renaissance. Senior History of Art majors with background in the Italian Renaissance are also welcome.]

**ART H 555 Baroque Ephemera and Public Performance**

Spring. 4 credits. Prerequisite: permission of instructor. K. Barzman.

This seminar focuses on early modern rituals of family, church, and state in which palaces, shrines, streets, and squares provided a theatre for the rehearsal of formalized practices and the constitution of various economies (of pleasure, fear, mastery, control) in an asymmetrical field of social exchange. Emphasis will be placed on mixed media and ephemeral displays as the backdrop for civic parades, the elevation of popes and crowned heads of state, the reception of diplomats, trials, public execution, feastday celebrations, religious processions, funerals of state, family obsequies, banquets, weddings, and other rites of passage. Opera, ballet, and staged drama (liturgical and secular) will be introduced as more codified forms of public performance, with which performances of the self and of corporate community had much in common. Students are encouraged to attend lectures for ART H 355 in addition to required seminar meetings.

**ART H 570 Theories of Modernism Topic: Shock and Trauma (also Comparative Literature 672)**

Fall. 4 credits. Prerequisite: permission of instructor. H. Foster.

The seminar will investigate the relationship between two concepts that are fundamental to modernist studies and psychoanalytic theory alike: shock and trauma. Our readings will be guided by this hypothesis: that the physiological notion of shock governs important readings of modernist art and writing, and that the psychoanalytic notion of trauma governs significant accounts of contemporary practice—not only in art and writing but in film and theory as well. Readings to include texts by Simmel, Benjamin, Freud, Wolfgang Schivelbusch, Shoshana Felman, and others; we will also view films by Claude Lanzmann, Hans-Jürgen Syberberg, Atom Egoyan, and others. (As the subject of this course changes with each offering, it can be repeated for full credit.)

**[ART H 580 Problems in Asian Art**

4 credits. Prerequisite: permission of instructor. Not offered 1996-97.]

**ART H 591-592 Supervised Reading**

591, fall; 592, spring. 4 credits. May be repeated for credit. Limited to graduate students.

**[ART H 594 Feminist Theory and the History of Art**

4 credits. Prerequisite: permission of instructor. Not offered 1996-97.  
K. Barzman.]

**[ART H 595 Art History and Visual Culture (also Comparative Literature 625)**

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 1996-97.  
H. Foster.

What is art history? How was it constituted as a discipline in the 19th century? What are its foundational principles and methods? What is visual culture? What are its parameters? What relation does its study have to art history? to cultural and/or media studies? Readings will include classic texts of art history (Riegl, Wölfflin, Panofsky) and new writings in visual culture (Norman Bryson, Hubert Damisch, Rosalind Krauss, Jonathan Crary, others.)]

**ART H 600 Honors Work**

Fall or spring. 8 credits. Intended for senior art history majors who have been admitted to the honors program.

Basic methods of art historical research will be discussed and individual readings assigned, leading to the selection of an appropriate thesis topic.

**ART H 601 Honors Work**

Fall or spring. 8 credits. Prerequisite: History of Art 600.

The student under faculty direction will prepare a senior thesis.

**HUNGARIAN**

See Modern Languages under Languages and Linguistics.

**INDONESIAN**

See Department of Modern Languages.

**FALCON Program**

J. U. Wolff, 307 Morrill Hall, 255-0733.

**ITALIAN LANGUAGE AND LINGUISTICS**

See Modern Languages under Languages and Linguistics.

**ITALIAN LITERATURE**

See Department of Romance Studies.

**JAPANESE**

See Departments of Asian Studies and Modern Languages.

**JAVANESE**

See Modern Languages under Languages and Linguistics.

**KHMER (CAMBODIAN)**

See Modern Languages under Languages and Linguistics.

**KNIGHT, JOHN S., WRITING PROGRAM**

See John S. Knight Writing Program in "Special Programs and Interdisciplinary Studies" at the end of the Arts and Sciences section of this catalog.

**KOREAN**

See Languages and Linguistics.

## LATIN

See Department of Classics.

## LANGUAGES AND LINGUISTICS

Professors Emeriti of Modern Languages and Linguistics: N. Bodman, J. Grimes, R. Hall, C. Hockett, R. Jones, E. Jorden, H. Kufner, R. Leed, W. McCoy, G. Messing, D. Solá, F. van Coetsem

## LANGUAGES, MODERN

L. Waugh, chair; C. Rosen, director of undergraduate studies (311 Morrill Hall); G. Appel, I. Arnesen, E. Beukenkamp, D. Campbell, D. Cruz de Jesús, I. Daly, G. Diffloth, H. Diffloth, E. Dozier, C. Fairbanks, R. Feldman, N. Gabriel, J. Gair, K. Golkowska, A. Grandjean-Levy, Z. Iguina, N. Jagacinski, M. Johns, A. Jongman, J. Lantolf, G. Lischke, T. Lovell, J. Mancusi, D. McGraw, P. M. Mitchell, L. Morató-Peña, S. Oja, J. Oliveira, L. Paperno, S. Paperno, M. K. Redmond, J. Routier-Pucci, J. Scarpella, K. Selden, J. Sereno, Y. Shirai, C. Sparfel, R. Sukle, P. Swenson, L. Trancik, G. Valk, C. Waldron, P. Wang, J. Wheatley, J. Wolff, S. Yates

Language is enormously complex and encompasses virtually all areas of human endeavor.

Learning individual languages is, of course, integral to understanding language itself as well as to understanding other cultures. The Department of Modern Languages is responsible for a large variety of language courses (the departments of linguistics, classics, Near Eastern studies, and Africana studies offer still others). In addition to fulfilling the College of Arts and Sciences language requirement, some language courses satisfy the college's breadth requirements.

Courses at all levels are offered not only in Spanish, French, German, Italian, Chinese, Japanese, and Russian, but also in some less familiar languages such as Korean, Hindi, Indonesian, Quechua, and many others—a total of about thirty. See the listings below under the rubric "Language Courses." The department's resources include the Center for Language Learning at Noyes Lodge, a state-of-the-art facility where instructors can create high-tech language study materials and students can use them in a beautiful setting on Beebe Lake.

The study of language itself is part of many disciplines and thus is offered in various departments in the College of Arts and Sciences. The members of the professorial faculty in the Department of Modern Languages are linguists who have many interests in common with the faculty of the Department of Linguistics (see below). The contributions of the Department of Modern Languages lie mainly in the areas of language use, language perception and production, language acquisition, textual and discourse analysis, cognitive, social and cultural aspects of language, and the structure, history, or social circumstances of a particular language or language family.

## LINGUISTICS

J. Bowers, chair; J. Whitman, director of graduate studies (320 Morrill Hall); A. Cohn, director of undergraduate studies (216 Morrill Hall); W. Browne, V. Carstens, C. Collins, M. Diesing, W. Harbert, S. Hertz, J. Jasanoff, S. McConnell-Ginet, A. Nussbaum, M. Suñer, D. Zec. Visiting: S. Tomioka

Linguistics, the systematic study of human language, lies at the crossroads of the humanities and the social sciences, and much of its appeal derives from the special combination of intuition and rigor that the analysis of language demands. The interests of the members of the Department of Linguistics and linguistic colleagues in the Department of Modern Languages and other departments span most of the major subfields of linguistics: phonetics and phonology, the study of speech sounds; syntax, the study of how words are combined; semantics, the study of meaning; historical linguistics, the study of language change over time; sociolinguistics, the study of language's role in social and cultural interactions; and applied linguistics, which relates the results of linguistic research to problems of bilingual education, second-language learning, and teaching.

Studying linguistics is not a matter of studying many languages. Linguistics is a theoretical discipline with ties to such areas as cognitive psychology, philosophy, logic, computer science, and anthropology. Nonetheless, knowing particular languages (e.g., Spanish or Japanese) in some depth can enhance understanding of the general properties of human language. Not surprisingly, then, many students of linguistics owe their initial interest to a period of exposure to a foreign language, and those who come to linguistics by some other route find their knowledge about languages enriched and are often stimulated to embark on further foreign language study.

Students interested in learning more about linguistics and its relationship to other disciplines in the humanities and social sciences are encouraged to take Linguistics 101, which is a prerequisite for most other courses in the field, or one of the freshman writing seminars offered in linguistics (on topics such as metaphor, American Sign Language, and the science of language). Linguistics 101 and other introductory courses fulfill the social science distribution requirement. Most 100- and 200-level courses have no prerequisites and cover various topics in linguistics (e.g., Ling 118 Varieties of Human Language, Ling 200 Introduction to Bilingualism, Ling 216 Mathematical Linguistics) or focus on the linguistics of a particular geographic region or historical development of particular languages (e.g., Ling 217 History of the English Language, Ling 230 Introduction to Southeast Asian Languages and Linguistics). Some of these courses also fulfill the breadth requirements.

Talks and discussions about linguistics are offered through the Undergraduate Linguistics Forum and the Cornell Linguistic Circle. These meetings are open to the university public and anyone wishing to learn more about linguistics is most welcome to attend.

## The Major

For questions regarding the linguistics major, contact Professor Abby Cohn (216 Morrill Hall, 255-3073).

The prerequisite for a major in linguistics is the completion of Linguistics 101 and either Linguistics 201 or 203. The major has its own language requirement, which should be completed as early as possible: qualification in two languages other than English, one of which must be either non-European or non-Indo-European. With approval of the department's director of undergraduate studies, this requirement may be waived (i.e., reduced to the normal arts college language requirement) for students taking the cognitive studies concentration or a double major.

The other requirements for the linguistics major are as follows:

- 1) Linguistics 201 (Introduction to phonetics and phonology) or Linguistics 203 (Introduction to syntax and semantics), whichever one was not taken as a prerequisite to the major
- 2) Linguistics 410 (Historical)
- 3) Three of the following five courses, one of which must be either Phonology I or Syntax I:  
Linguistics 301 (Phonology I)  
Linguistics 303 (Syntax I)  
Linguistics 309 or 310 (Morphology I or II)  
Linguistics 319 (Phonetics I)  
Linguistics 421 (Semantics I)
- 4) A course at or beyond the 300 level in the structure of English or some other language, or a typological or comparative structure course such as Linguistics 401, or Field Methods.
- 5) One additional linguistics course for at least 4 credit hours, which may be a course with significant linguistic content in a related field.

**Honors.** Applications for honors should be made during the junior year. Candidates for admission must have a 3.0 (B) average overall and should have a 3.2 average in linguistics courses. In addition to the regular requirements of the major, the candidate for honors will complete an honors thesis and take a final oral examination in defense of it. The thesis is usually written during the senior year but may be begun in the second term of the junior year when the student's program so warrants. The oral examination will be conducted by the honors committee, consisting of the thesis adviser and at least one other faculty member in linguistics. Members of other departments may serve as additional members if the topic makes this advisable. Linguistics 493 and 494 may be taken in conjunction with thesis research and writing but are not required.

The courses in both the Department of Modern Languages and the Department of Linguistics are listed below under the following rubrics: **General Linguistics**, **Linguistics of Particular Languages**, **Language Courses**.

## General Linguistics

**Fees:** Depending on the course, a small fee may be charged for photocopied texts for course work.

### Freshman Writing Seminars

#### LING 100 Language, Thought, and Reality

For descriptions, see freshman writing seminar brochure.

#### LING 101 Theory and Practice of Linguistics

101, fall, spring, or summer. 4 credits each term. Fall: V. Carstens; spring: W. Harbert.

An introductory course designed to provide an overview of the science of language, especially its theoretical underpinnings, methodology, and major findings. Linguistics 101 plus any other course in linguistics or any course for which Linguistics 101 is a prerequisite satisfies the social science distribution requirement.

#### LING 110 Language Learning and Language Use

Fall. 3 credits. J. Sereno.

Language permeates every aspect of our life—cognitive, social, economic, and political. In this course, we will explore how language is used in everyday conversation and how language is learned. What communicative functions does language serve? What is the social significance of patterns of language use? How does language relate to the mental capacities that people have? How do we learn language as children? Is this process different from learning languages as an adult? How does literacy influence the processing of language?

#### LING 115 Language and Culture

Spring. 3 credits. J. Whitman.

We often assume that there is a close relationship between differences in language and cultural variation. This course focuses on that relationship, beginning with an examination of the linguistic relativity hypothesis, which posits a link between basic properties of languages and crosscultural differences in world view. We also examine potential cultural determinants of variation in language: pronouns and honorific systems, systems of ritual and taboo in language, and the impact of narrative organization on grammar. Special attention is paid to 'extreme' forms of language: invented languages from Esperanto to Klingon; glossolalia and trance languages; language games and secret languages.

#### [LING 118 Varieties of Human Language

Fall. 3 credits. Not offered 1996-97.

J. Whitman.

Language diversity has a place in our complex world. Whether spoken by a handful of speakers or by hundreds of millions, each language manages the same tasks of communication and fits in with its social environment. Language identification, literacy, and multilingualism are among the issues touched on.]

#### LING 200 Introduction to Bilingualism

Spring. 3 credits. J. Sereno.

A basic introduction to the study of individual and societal bilingualism. Characteristics of bilingual language learning and use, and possible cognitive consequences will be discussed. Aspects of societal bilingualism in

terms of social and political issues will also be considered.

#### LING 201 Introduction to Phonetics and Phonology

Spring. 4 credits. Prerequisite: Linguistics 101 or equivalent or permission of instructor. D. Zec.

An introduction to the study of human speech sounds and how they pattern in languages. The first part of the course will focus on phonetics: the production, acoustics, and perception of speech, with attention to both the common and the less common sounds of the world's languages. The second part of the course will focus on phonology: how human speech sounds pattern within and across languages, with an emphasis on the rules that govern these patterns and their possible representation.

#### LING 203 Introduction to Syntax and Semantics

Fall. 4 credits. Prerequisite: Linguistics 101 or equivalent or permission of instructor. S. Tomioka.

This course focuses on language as a system of knowledge that enables native speakers to create and interpret the structures of their language. Part of the course will consider issues of syntactic structure, such as the order of constituents, the hierarchical organization of grammars, and syntactic universals. The other part of the course will focus on meaning and interpretation, addressing such issues as the role of context, how information is structured, and how it is encoded in the syntax.

#### LING 211 Diction for Oral Presentation (also Music 201)

For description, see MUSIC 201.

#### LING 215 Psychology of Language (also Psychology 215)

For description, see PSYCH 215.

#### LING 216 Mathematical Linguistics

Spring. 4 credits. Prerequisite: Linguistics 101. S. McConnell-Ginet.

The course is an introduction to the mathematical concepts and techniques most frequently used in theoretical linguistics.

#### LING 220 Acquisition of Spoken Language

Spring. 3 credits. A. Jongman.

A survey of phonetic aspects of language learning, focusing on first- and second-language acquisition. Relevant concepts in phonetics and psycholinguistics will be introduced at every stage. Topics include the role of innate knowledge versus linguistic experience in phonological development, language-universal aspects of speech learning, the phonetics of motherese, the existence of a critical period for language learning, and the phonetics of foreign accents.

#### [LING 240 Experiments on Language

Fall or spring. 4 credits. Prerequisite: Linguistics 101 or equivalent. Not offered 1996-97. A. Jongman.

This course surveys experimental linguistic research in order to discover how language is organized and processed. Experimental methods and data will be discussed for each level of language, including phonetics, phonology, lexicon, morphology, syntax, semantics, and pragmatics. Includes a lab section with "hands-on" projects.]

#### [LING 244 Language Use and Gender Relations (also Women's Studies 244)

Spring. 4 credits. For non-majors or majors. Not offered 1996-97. S. McConnell-Ginet.

This course explores connections between language (use) and gender/sex systems, addressing such questions as the following. How do sex and gender affect the ways we speak, the ways we interpret and evaluate speech? How do sociocultural differences in women's and men's roles affect their language use, their relation to language change? What is meant by sexist language? How does conversation structure the social worlds of women and men? Readings draw from work in linguistics, anthropology, philosophy, psychology, literature, and general women's studies and feminist theory.]

#### LING 246 Minority Languages and Linguistics

Spring. 4 credits. W. Harbert, V. Carstens, M. Suñer.

This course examines minority languages from linguistic, social, and political perspectives. Topics discussed include language death, language maintenance, bilingualism, language contact, official status, and related issues. Languages/language families to be discussed include Spanish in the U.S., Celtic languages, African languages, Yiddish, and others, depending on the special interests of the instructors.

#### [LING 264 Language, Mind, and Brain

Fall. 4 credits. For non-majors or majors. Prerequisite: a basic course in linguistics and/or psychology is desirable. Not offered 1996-97. J. Bowers.

An introductory course that emphasizes the formal structure of natural language and its biological basis. The following topics are covered: the formal representation of linguistic knowledge, principles and parameters of universal grammar, the basic biology of language, mechanisms of linguistic performance, the modularity hypothesis, and language and cognition. This course is especially suited for majors in fields such as psychology, philosophy, computer science, and linguistics (and also for those enrolled in the concentration in cognitive studies) who want to take a one-semester introduction to linguistics that concentrates on the formal principles that govern linguistic knowledge, along with some discussion of their biological realization and their use in perception and production.]

#### LING 301-302 Phonology I, II

301, fall; 302, spring. 4 credits each term. Prerequisites: for Linguistics 301, Linguistics 201 or equivalent; for Linguistics 302, Linguistics 301 or permission of instructor. Fall: D. Zec; spring: staff.

Basic topics in contemporary phonological theory, which studies the representational structures and principles underlying the human ability to produce and understand spoken language. 301: Adopting a cross-linguistic perspective, develops a conception of phonological representations in which different types of phonological information are arrayed on distinct structural planes. Includes the study of segmental features and their organization, the supra-segmental quantity, and syllable organization. Relations of phonology with morphology, syntax, and phonetics. 302: Using American English as a case study, explores phonological rules and



their systematic relations. Principles of syllabification and metrical structure. The organization of the rule system, constraints on rule interaction, lexical and morphological conditioning of rules, stratal and prosodic organization. Evidence for the mental representation of speech; principles of phonological acquisition.

**LING 303-304 Syntax I, II**

303, fall; 304, spring. 4 credits each term. Prerequisites: for Linguistics 303, Linguistics 203; for Linguistics 304, Linguistics 303 or permission of instructor. Fall: M. Suñer; spring: J. Bowers.

303 is an introduction to syntactic theory, with emphasis on the classical theory of transformational grammar. 304 is an advanced course, surveying current syntactic models and dealing with such issues as the nature of syntactic representation, levels of representation, principles of universal grammar, and the relation of syntax and semantics.

**[LING 306 Functional Syntax**

Fall. 4 credits. Prerequisite: Linguistics 101 or permission of instructor. Not offered 1996-97.

A general survey of syntactic theories that highlight grammatical function and reveal its role in discourse structure.]

**LING 309 Morphology**

Spring. 4 credits. Prerequisite: Linguistics 101 or equivalent or permission of instructor. V. Carstens.

A general survey course, focusing on the relationship of meaning and form in morphology and introducing techniques of morphological analysis. Current research on form-meaning questions is discussed.

**[LING 310 Morphology II**

Fall. 4 credits. Prerequisite: Linguistics 203 or permission of instructor. Not offered 1996-97. Staff.

Considers recent discussions in morphological theory, in particular the relationship of morphology and syntax.]

**LING 319 Phonetics I**

Fall. 4 credits. Prerequisite: Linguistics 201 or permission of instructor. A. Jongman.

Provides a basic introduction to the study of phonetics. Topics to be covered include anatomy and physiology of the speech production apparatus, transcription and production of some of the world's sounds, basic acoustics, computerized methods of speech analysis, acoustic characteristics of sounds, speech perception, speech synthesis, stress and intonation.

**LING 320 Phonetics II**

Spring. 4 credits. Prerequisite: Linguistics 319. A. Jongman.

This course is a continuation of Phonetics I and provides a more detailed survey of some areas in acoustic and articulatory phonetics. Topics include feature theory, vocal tract acoustics, quantal theory, speaker normalization, theories of speech perception, coarticulation, theories of speech production, and prosody. In addition, a number of "hands-on" projects will be part of the course.

**LING 325 Pragmatics**

Spring. 4 credits. Prerequisite: Linguistics 101 or permission of instructor. S. McConnell-Ginet.

An introduction to the study of such topics as speech acts, presupposition, deixis, implicatures, and conversational strategies.

**[LING 334 Non-Linear Syntax**

Fall. 4 credits. Prerequisite: Linguistics 303 or equivalent. Not offered 1996-97. C. Rosen.

Analyses of some twenty diverse languages are examined with the aim of building a formal account of the syntactic constructions existing in the world's languages, and discerning universals that delimit this inventory. Non-linear theory, designed for comparative work, depicts constructions in the abstract, not imagining them as arrays of elements in space. Simultaneously it studies the morphosyntactic systems that relate constructions to their linear realizations.]

**LING 350 Representing Language: Knowledge Taught and Untaught (also Cognitive Studies 350)**

Fall. 4 credits. J. Gair.

This course will deal with some of the discoveries made in modern linguistics that reveal some fundamental properties of human language and the special human capacity for it, as well as some of the still unsettled questions about it. It will also trace some of the paradigm shifts that have occurred within linguistics, and consider some of the ways in which language has been represented, both within the science of linguistics and outside of it, by contrasting what is known with what is popularly believed to be true. Projected topics will include: innateness vs. language as socio-cultural; language variability vs. Universal Grammar; language change and relatedness of languages; the question of correctness.

**[LING 370 Language and Cognition (also Psychology 370)**

Spring. 4 credits. Prerequisite: Linguistics 101 or 264 or Psychology 215, or permission of one of the instructors. Not offered same years as Psychology 416. Not offered 1996-97.

Examination of current research on selected topics on language from both linguistic and psychological perspectives. Topics may include: Universal Grammar and language acquisition, syntactic parsing, word recognition, sentence production, aphasia, and schizophrenic language.]

**LING 390 Independent Study in Linguistics**

Fall or spring. 1-4 credits variable. Prerequisite: Linguistics 101 or permission of instructor. Staff.

Independent study of linguistics topics not covered in regular curriculum for undergrads.

**[LING 400 Semiotics and Language (also Comparative Literature 410 and French 400)**

Spring. 4 credits. Prerequisite: some background in an area relevant to semiotics: e.g., linguistics, philosophy, psychology, anthropology, or literature, or permission of instructor. Not offered 1996-97. L. Waugh.

An introduction to the study of semiotics in general and to particular semiotic theories (for example, those of Saussure, Peirce, Jakobson) and to language as a semiotic system. The particular topics to be discussed will depend on the interests of the students.]

**LING 401 Language Typology**

Fall. 4 credits. Prerequisite: Linguistics 101 or equivalent. C. Rosen.

Study of a basic question of contemporary linguistics: in what ways do languages differ, and in what ways are they all alike? Efforts to formalize universals of syntax and to characterize the total repertoire of constructions available to natural languages. Common morphological devices and their syntactic correlates. Emphasis on systems of case, agreement, and voice.

**LING 403 Introduction to Applied Linguistics**

Fall. 4 credits. Prerequisite: A course in the structure of a language at the 400 level. J. Lantolf.

Examination of the theoretical bases of applied linguistics, including second-language learning and current language-teaching methodologies.

**LING 405 Sociolinguistics**

Fall. 4 credits. Prerequisite: Linguistics 101 or permission of instructor. J. Wolff.

Systematically within the interactions between language and social context, we will examine dialect usage (diglossia, multilingualism, code-switching); variation and language change (network theory, change in progress); ethnography of communication and speech acts; language and culture; and language and gender, race and power (including pidgins and creoles).

**[LING 406 Ethnolinguistics**

Spring. 4 credits. Prerequisite: Linguistics 101 or permission of instructor. Not offered 1996-97. Staff.

This course will be an introduction to the study of pidgin and creole languages and the issues surrounding them both in and beyond linguistics. Topics covered will include: genesis of pidgins and creoles; classification of pidgins and creoles; creoles and language universals; creoles and sociolinguistic variation; a module on Saramaccan Creole English; educational and language planning issues; sociohistorical issues; Black English.]

**[LING 409 Psycholinguistics of Second-Language Reading**

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 1996-97. G. Appel.

In-depth analysis of the research on the reading process in a second language. Topics include processing of narrative vs. expository texts (descriptive, problem solving, causative, etc.); comparison of the reading process in native vs. second languages, and development of methodologies for the teaching of reading in the second-language classroom.]

**LING 410 Introduction to Historical Linguistics #**

Spring. 4 credits. Prerequisite: Linguistics 201 or permission of instructor. J. Jasanoff.

A survey of the basic mechanisms of linguistic change, with examples from a variety of languages.

**[LING 413 Topics in Historical Linguistics #**

Fall. 4 credits. Prerequisite: Linguistics 410 or permission. Not offered 1996-97.

W. Harbert, J. Jasanoff, and C. Rosen. Examines a selection of recent research illustrating a variety of productive and innovative approaches to problems in historical linguistics. Readings center on phonological and morphological evolution in the Romance and Germanic families. Students carry out guided research projects.]

**LING 421-422 Semantics I, II**

421, fall; 422, spring. 4 credits each term.

Prerequisites: for Linguistics 421, Linguistics 203; for Linguistics 422, Linguistics 421 or permission of instructor. S. Tomioka.

421: An introduction to semantics of natural language. The course starts from basic foundational questions concerning the nature of meaning and the empirical domain of semantic theory. Truth-conditional and logical theories and their application to the investigation of the structure of natural languages are extensively explored (with some comparisons with other approaches). Through the study of quantification, scope, anaphora, modalities, presuppositions, and the like, one tries to gain insight into general characteristics of the cognitive apparatus that is at the basis of our capacity for understanding sentences. 422: Guides students into current work in semantic theory. The first half of the course is an introduction to Montague-style semantics, whose influence on current research is quite extensive. The second half of the course focuses on selected topics that have grown out of (and sometimes against) classical Montague semantics. Such topics are usually drawn from the following: generalized quantifiers and anaphora, type-shifting, problems of tense and aspect, the linguistic relevance of algebraic approaches to properties, propositions, events and thematic roles, and discourse representation theory.

**[LING 436 Language Development (also Human Development and Family Studies 436 and Psychology 436)]**

Spring. 4 credits. Prerequisite: at least one course in developmental psychology, cognitive psychology, cognitive development, or linguistics. Offered alternate years. Not offered 1996-97. B. Lust.

A survey of basic issues, methods, and research in study of first-language acquisition. Major theoretical positions in the field are considered in the light of experimental studies in first-language acquisition of phonology, syntax, and semantics from infancy on. The fundamental linguistic issues of universal grammar and the biological foundations for acquisition are discussed, as are the issues of relations between language and thought. The acquisition of communication systems in nonhuman species such as chimpanzees are addressed, but major emphasis is on the child.]

**[LING 450 Mathematical Methods for Linguists]**

Fall. 4 credits. Prerequisite: Linguistics 203. Not offered 1996-97. Staff.

In this course we will study questions concerning the generative capacity, learnability, and parsing of different syntactic models. Some knowledge of recent developments in syntax is important. Some knowledge of mathematical linguistics may be helpful, but is not required. The course is meant for graduate students and advanced undergraduate students in linguistics, but may also be of interest to students in psychology/psycholinguistics, computer science, and cognitive studies.]

**LING 493 Honors Thesis Research**

Fall. 4 credits. Staff.

May be taken before or after Linguistics 494, or may be taken independently.

**LING 494 Honors Thesis Research**

Spring. 4 credits. Staff.

May be taken as a continuation of, or before, Linguistics 493.

**LING 600 Field Methods**

Spring. 4 credits. Prerequisites: Linguistics

201 and 203 or permission of instructor.

V. Carstens, A. Cohn.

Elicitation, recording, and analysis of data from a native speaker of a non-Western language not generally known to students.

**LING 601 Topics in Phonological Theory**

Fall. 4 credits. Prerequisites: Linguistics

301 and one higher-level course in

phonology. D. Zec.

Selected topics in current phonological theory.

**[LING 603 History of Linguistics]**

Fall. 4 credits. Not offered 1996-97. Staff.

The history of linguistics from early Greek and Sanskrit grammarians to the modern period.]

**LING 604 Research Workshop**

Fall. 4 credits. S-U grade only. Prerequisite:

three or more semesters of graduate

study in linguistics. A. Cohn,

S. McConnell-Ginet.

Participants will present their own ongoing research and discuss it with their colleagues. Individual topics will be chosen on the basis of interest, experience, and probable focus of dissertation research.

**[LING 607 Twentieth-Century Approaches to Language]**

Fall. 4 credits. Prerequisite: at least one

course in linguistics or permission of

instructor. Offered alternate years. Not

offered 1996-97. L. Waugh.

The development of 20th-century approaches to language in America and Europe. Work in 19th-century approaches will also be considered in their relation to 20th-century approaches.]

**[LING 608 Discourse Analysis]**

Spring. 4 credits. Prerequisite: permission

of instructor. Not offered 1996-97.

J. Lantolf, L. Waugh.

Linguistic theory applied to relationships beyond the sentence.]

**LING 616 Syntax III**

Fall. 4 credits. Prerequisite: Linguistics

304 or permission of instructor.

V. Carstens.

An examination of recent developments in syntactic theory, including "minimalist" approaches to phrase structure, derivations/representations and the nature of economy conditions, and parametric differences.

**[LING 633 Seminar in First-Language Acquisition: Cross-linguistic Studies of the Acquisition of Anaphora (also Human Development and Family Studies 633)]**

Fall. 1-4 credits. Prerequisite: Linguistics

436 or equivalent or permission of

instructor. Not offered 1996-97. B. Lust.

This seminar will review and critique current theoretical and experimental studies of the first-language acquisition of anaphora, with a concentration on insights gained by cross-linguistic study of this area. The seminar will focus on relating current developments in linguistic theory regarding anaphora to current experimental research on first-language acquisition of anaphora. Attention will also be given to the development of research proposals.]

**[LING 637 Experimental Research for Language Sciences]**

Fall. 4 credits. Not offered 1996-97.

A. Jongman, J. Lantolf.

A detailed study of experimental procedures for carrying out research in linguistics, especially in the areas of applied linguistics, phonetics, and language acquisition. Quantitative and qualitative research methods are considered.]

**[LING 648 Speech Synthesis by Rule]**

Spring. 4 credits. Prerequisite: Linguistics

301, 319, or permission of instructor.

Offered alternate years. Not offered

1996-97. S. Hertz.

Investigates the nature of the acoustic structure of speech synthesis, using speech as a tool for exploring this structure. A particular acoustic model will be proposed, developed, and motivated by considering the relationship between phonological and acoustic structure, speech timing, phonetic universals, coarticulation, and speech perception. The primary tool for investigation will be the Delta System, a powerful software system for investigating phonology and phonetics through speech synthesis. The course is meant for graduate students and advanced undergraduate students in linguistics, but may also be of interest to students in psychology/psycholinguistics, computer science, and cognitive studies.]

**LING 700 Seminar**

Fall or spring, according to demand.

Credit to be arranged.

Seminars are offered according to faculty interest and student demand. Topics in recent years have included subject and topic, Montague grammar, speech synthesis, lexicography, classical and autonomous phonology, Japanese sociolinguistics, relational grammar, semantics and semiotics, and others.

**LING 701-702 Directed Research**

701, fall; 702, spring. 1-4 credits. Hours

to be arranged. Staff.

**LING 773-774 Proseminar in Cognitive Studies I, II (also Cognitive Studies 773-774, Psychology 773-774, Philosophy 773-774, and Computer Science 773-774)**

Fall: R. Grade; spring: S-U only.

4 credits. Staff.

This year-long seminar is intended to provide graduate students with an interdisciplinary introduction to the study of knowledge, its representation, acquisition, and use.

**Linguistics of Particular Languages**

**Fees:** Depending on the course, a small fee may be charged for photocopied texts for course work.

**African****[LING 235 Introduction to African Languages and Linguistics @]**

Fall. 3-4 credits variable. Not offered

1996-97. C. Collins.

This is a survey of aspects of language use in Africa. We will discuss the relation between language and culture, the structural characteristics of African languages, and the historical relationships between different African languages.]

**[LING 431 Structure of an African Language]**

Spring. 4 credits. Prerequisite: Linguistics 101 or permission of the instructor. Offered alternate years. Not offered 1996-97. V. Carstens.

A survey of the grammar of an African language in light of current linguistic theory.]

**[LING 514 Syntax of African Languages]**

Spring. 4 credits. Prerequisites: Linguistics 101 and permission of instructor. Not offered 1996-97. V. Carstens.

Selected topics in the syntax of African languages.]

**Arabic**

**LING 416 Structure of the Arabic Language (also Near Eastern Studies 416) @ #**

For description, see NES 416.

**Celtic**

**LING 239/439 The Celtic Languages**

Fall. 4 credits. Graduate students register under Ling 439. W. Harbert.

This course surveys the history, structure, and political and social situation of the Celtic languages (Welsh, Scottish Gaelic, Irish Gaelic, Breton, Cornish, and Manx). The course includes a few days of introductory language instruction in some of these languages.

**LING 623-624 Old Irish I, II**

623, fall; 624, spring. 4 credits each term. Prerequisite for 624: 623 or permission of instructor. J. Jasanoff.

**LING [625-]626 Middle Welsh [I], II**

[625]; 626, fall. 4 credits each term. Prerequisite: permission of instructor. W. Harbert.

Students develop a reading knowledge of Middle Welsh through reading prose and poetic texts. [625: Focuses on Middle Welsh prose tales, including the Mabinogi. Not offered 1996-97.] 626: Representative poetic works are introduced, including the Gododdin, and the poems of Taliesin and Dafydd ap Gwilym.

**[LING 627 Advanced Old Irish]**

**[WELSH 404-405 The Structure of Welsh I, II]**

404, fall; 405, spring. 4 credits each term. Prerequisite: Linguistics 101. Not offered 1996-97. W. Harbert.

404: Structure of Welsh I: Phonology and Morphology. This course will treat the phonological and morphological structure of Modern Spoken Welsh, with greater or lesser reference to current theoretical literature on these topics, depending on the background and interests of the participants. 405: Structure of Welsh II: Syntax. This course will treat the syntax of Modern Spoken Welsh, with greater or lesser reference to current literature on these topics, depending on the background and interests of the participants. The two courses may be taken independently.]

**English**

**[GERLA 605 Structure of Old English]**

Fall. 4 credits. Prerequisite: German 401. Offered alternate years. Not offered 1996-97. W. Harbert.

Linguistic overview of Old English, with emphasis on phonology and syntax.]

**LING 217 History of the English Language #**

Fall. 4 credits. W. Harbert.

This course explores the development of the English language from its Indo-European beginnings to the present. Topics covered include changes in sound, vocabulary and grammatical structure, external influences, Old English, Middle English, Standard English, dialects, and World Englishes.

**LING 311 The Structure of English: Demystifying English Grammar**

Spring. 4 credits. M. Suñer.

Do you suffer from grammatical insecurity? In foreign language classrooms, do you find yourself at a loss because you don't know how grammatical terminology applies to English? This course will make English grammar accessible and comprehensible to native speakers who want to understand how the language they use so easily works. In addition to standard grammatical notions, the course will consider dialectal variation, matters of style, how sentence structure conveys viewpoint, and other discourse phenomena.

**French**

**The Major**

The French major has three separate tracks: the literature track, the area studies track, and the linguistics track. The linguistics track is described here; for the literature and area studies tracks, see the description under Romance Studies. The major in French linguistics is designed to give students proficiency in the oral and written language and to develop skills in the linguistic analysis of French.

While prospective majors should try to plan their programs as far ahead as possible, no student will be refused admission merely because of a late start. It is even possible for a student to begin French and/or linguistics at Cornell and become a major. Students are admitted to the major in French linguistics by the director of undergraduate studies of the Department of Romance Studies, Professor Jacques Bèraud, but will be guided by their individual advisers.

**The French Linguistics Major**

To be admitted to the major, students should have completed Linguistics 101 and French 200, 203, 205, or 213 (or their equivalents) by the end of the sophomore year. It is expected that all students in the major will also take either French 220, 221, or 222, preferably by the end of the sophomore year.

To complete the major, a student must:

- 1) acquire a sound degree of competence in French. This competence is demonstrated by the successful completion of French 312 (or its equivalent) or by the passing of a special examination. Typically, students in the major will have taken 312 by the end of their junior year.
- 2) take six courses in French, Romance, and general linguistics (in addition to Linguistics 101). These courses will include at least one course concerning the history of French (e.g., Romance Linguistics 321, French 629 [listed under Romance Studies]), one course concerning the structure of French (e.g., French 405, 408, 410, Linguistics 323), and one other course in French linguistics.

- 3) take two courses (preferably a sequence) in some allied area, for example, (a) French literature and civilization, (b) psycholinguistics, (c) philosophy of language, (d) French history, culture, music, or history of art or architecture. (This requirement may be waived for students who are double majors in other fields.)

**Honors.** The honors program encourages well-qualified students majoring in French linguistics to do independent work in French outside the structure of courses. The preparation of the senior honors essay, generally spread over two terms, provides a unique learning opportunity, since it allows for wide reading and extensive rewriting to a degree not practically possible in the case of course papers.

No special seminars or courses are required of honors students, but they will have regular meetings with the faculty advisers who have agreed to supervise their work. They may receive course credit by enrolling in French 429-430, but these independent study courses must be taken in addition to the courses that meet the minimum requirements for the major. At the end of the senior year each honors student is examined orally on the honors essay by a jury consisting of his or her faculty adviser and two other faculty members. The awarding of honors is determined by the student's grades in the major and the quality of the honors essay.

**[FRDML 405 Contemporary Theories of French Grammar]**

Fall. 4 credits. Prerequisite: permission of instructor. Offered alternate years. Not offered 1996-97. L. Waugh.

Selected topics in twentieth-century French linguistics.]

**[FRDML 408 Linguistic Structure of French I (also Linguistics 408)]**

Fall. 4 credits. Prerequisites: qualification in French and Linguistics 101 or Linguistics 400, or permission of instructor. Offered alternate years. Not offered 1996-97. Staff.

A synchronic study and analysis of modern French, with emphasis on its phonology and morphology.]

**FRDML 410 Linguistic Structure of French II: Semantics, Pragmatics, and Discourse Analysis**

Fall. 4 credits. Prerequisite: qualification in French. Offered alternate years. L. Waugh.

A synchronic study and analysis of modern French, with emphasis on semantics, pragmatics, and discourse analysis.

**FRDML 700 Seminar in French Linguistics**

Spring, according to demand. Credit to be arranged.

Seminars are offered according to faculty interest and student demand. Topics in recent years have included current theories in French phonology, current theories in French syntax, and semantics of French.

**[LING 232 The French Language Today (also French 232)]**

Fall. 3 credits. Prerequisite: Linguistics 101. Not offered 1996-97. A. Cohn.

Designed for students with a working knowledge of French, this course explores the structure of French and how it is used. The course investigates the sound system, word

structure and sentence structure of French as well as different varieties of French, including regional and social variation and formal vs. informal differences.]

## German and Germanic

### [LING 241 Yiddish Linguistics

Spring. 3-4 credits variable. Prerequisite: Linguistics 101 or permission of instructor. Not offered 1996-97. M. Diesing.

This course will cover a wide variety of topics relating to the Yiddish language and Yiddish culture, including the structure of Yiddish, the history of the Yiddish language, Yiddish in America (the Yiddish revival, the role of the Yiddish press, etc.), Yiddish as a minority/dying language, and the influence of Yiddish on present-day American English. No previous knowledge of Yiddish required.]

### [LING 247 The Germanic Languages

Fall. 4 credits. Not offered 1996-97. W. Harbert, M. Diesing.

This course surveys the history, structure, and use of the modern Germanic languages (English, German, Dutch, Afrikaans, Swedish, Danish, Icelandic, Norwegian, Faroese, and Yiddish).]

### [LING 315-316 Old Norse

315, fall; 316, spring. 4 credits each term. H. Bernhardsson.

Old Norse is a collective term for the earliest North Germanic literary languages: Old Icelandic, Old Norwegian, Old Danish, and Old Swedish. The richly documented Old Icelandic will be the center of attention, and the purpose is twofold: the student will gain (a) knowledge of an ancient North Germanic language, important from a linguistic point of view, as well as (b) access to the medieval Icelandic (and Scandinavian) literature.

315: The structure of Old Norse (Old Icelandic), phonology, and morphology, with reading of selections from the Prose-Edda, a 13th-century narrative based on the Eddaic poetry. 316: Extensive reading of Old Norse texts, among them selections from some of the major Icelandic family sagas: Njals saga, Grettis saga, and Egils saga, as well as the whole Hrafnkels saga.

### [GERLA 401 Introduction to Germanic Linguistics

Fall. 4 credits. Prerequisite: Linguistics 101 or permission of instructor. Not offered 1996-97. W. Harbert.

Survey of major issues in historical Germanic linguistics.]

### [GERLA 404 Modern German Syntax

Spring. 4 credits. Prerequisites: German 304 or equivalent and Linguistics 101 or 303. Not offered 1996-97. M. Diesing.

An application of selected theoretical syntactic models to problems in the syntax of modern German.]

### [GERLA 602 Gothic

Fall. 4 credits. Prerequisite: Linguistics 101. Offered alternate years. Not offered 1996-97. W. Harbert.

Linguistic structure of Gothic, with extensive readings of Gothic texts.]

### [GERLA 603 Old High German, Old Saxon

Fall. 4 credits. Prerequisite: Linguistics 101. Offered alternate years. Not offered 1996-97. W. Harbert.]

### [GERLA 605 Structure of Old English #

Fall. 4 credits. Prerequisite: German 401. Offered alternate years. Not offered 1996-97. W. Harbert.

Linguistic overview of Old English, with emphasis on phonology and syntax.]

### [GERLA 606 Topics in Historical Germanic Phonology #

Spring. 4 credits. Prerequisite: German 401. Not offered 1996-97. W. Harbert.

The development of the sound system from Proto-Germanic to its daughter languages.]

### [GERLA 607 Topics in Historical Germanic Morphology #

Fall. 4 credits. Prerequisite: German 401. Not offered 1996-97. J. Jasanoff.

The Germanic verbal system and its Indo-European origins.]

### [GERLA 608 Topics in Historical Germanic Syntax #

Fall. 4 credits. Prerequisite: German 401. Not offered 1996-97. W. Harbert.

A diachronic and comparative investigation of syntactic processes in the older Germanic languages.]

### [GERLA 710 Seminar in Germanic Linguistics

Fall or spring, subject to the needs of students and to the limitations of staff time. 4 credits. Not offered 1996-97.]

### [GERLA 720 Seminar in Comparative Germanic Linguistics

Fall or spring, subject to the needs of students and to the limitations of staff time. 4 credits. Not offered 1996-97.

Topics include phonology, morphology, syntax, and dialectology of the older Germanic languages.]

### [GERLA 730 Seminar in German Linguistics

Fall or spring, subject to the needs of students and to the limitations of staff time. 4 credits. Not offered 1996-97.

Selected topics including the history, structure, and dialects of German.]

## Greek

### [LING 609 Greek Comparative Grammar (also Classics 421)

4 credits. Prerequisite: thorough familiarity with the morphology of classical Greek. Not offered 1996-97. Next offered 1997-98. A. Nussbaum.

The prehistory and evolution of the sounds and forms of ancient Greek as reconstructed by comparison with the other Indo-European languages.]

### [LING 611 Greek Dialects (also Classics 425) #

4 credits. Not offered 1996-97. Next offered 1998-99. A. Nussbaum.

A survey of the dialects of ancient Greek through the reading and analysis of representative epigraphical and literary texts.]

### [LING 613 Homeric Philology (also Classics 427) #

4 credits. Prerequisite: ability to read Homeric Greek. Not offered 1996-97. A. Nussbaum.

The language of the Homeric epics: dialect background, archaisms, modernizations. The notion of a *Kunstsprache*: its constitution, use, and internal consistency. The phonological and morphological aspects of epic compositional technique.]

### [LING 615 Mycenaean Greek (also Classics 429) #

4 credits. Prerequisite: thorough familiarity with the morphology of Classical Greek. Not offered 1996-97. A. Nussbaum.

An introduction to the epigraphy, language, and content of the Linear B tablets with special attention to their implications for Greek historical grammar and dialectology.]

## Indic and Dravidian

### LING 440 Dravidian Structures

Fall. 4 credits. Prerequisite: Linguistics 101. J. Gair.

A comparative and contrastive analysis of the structures of several Dravidian languages.

### LING 442 Indo-Aryan Structures

Fall. 4 credits. Prerequisite: Linguistics 101. J. Gair.

Typological discussion of the languages of the subfamily. Specific topics and emphasis may vary depending on the interest of the students.

## Indo-European

### [LING 617-618 Hittite

617, fall; 618, spring. 4 credits each term. Prerequisites: for Linguistics 617, permission of instructor; for Linguistics 618, Linguistics 617 or permission of instructor. Not offered 1996-97. J. Jasanoff.]

### [LING 619 Rigveda

Fall. 4 credits. Not offered 1996-97. J. Jasanoff.

Reading and linguistic analysis of selected Vedic hymns.]

### [LING 631 Comparative Indo-European Linguistics

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 1996-97. J. Jasanoff.

An introduction to the comparative grammar of the Indo-European languages.]

### LING 635-636 Indo-European Workshop

635, fall; 636, spring. 4 credits each term. Prerequisite: permission of instructor. Fall: J. Jasanoff; spring: A. Nussbaum.

An assortment of subjects intended for students with previous training in Indo-European linguistics: problems in the reconstruction of Proto Indo-European, topics in the historical grammars of the various IE languages, reading and historical linguistic analysis of texts, and grammatical sketches of "minor" IE languages.

## Italian

### [ITALA 403 Linguistic Structure of Italian

Fall. 4 credits. Prerequisites: Linguistics 101 or equivalent and qualification in any Romance language. Offered alternate years. Not offered 1996-97. C. Rosen.

Survey of Italian syntax, using simple theoretical tools to bring hidden regularities to light. Topics include auxiliaries, modals, clitics, reflexive constructions, agreement, impersonal constructions, causatives.]

### [ITALA 404 History of the Italian Language #

Spring. 4 credits. Prerequisites: Linguistics 321 and either Italian 201, 203, or equivalent. Offered alternate years. Not offered 1996-97.

Overview of Italian and its dialects from the earliest texts to the present day. Emergence



of the standard language. External history and sociolinguistic circumstances.]

## Japanese

### [JAPAN 404 Linguistic Structure of Japanese @

Fall. 4 credits. Prerequisites: Japanese 102 or permission of instructor and Linguistics 101 or equivalent introductory course in linguistics. Offered alternate years. Not offered 1996-97. J. Whitman.

Introduction to the linguistic study of Japanese, with an emphasis on morphology and syntax.]

### [JAPAN 410 History of the Japanese Language @ #

Fall. 4 credits. Prerequisite: permission of instructor. Offered alternate years. Not offered 1996-97. J. Whitman.

An overview of the history of the Japanese language followed by intensive examination of issues of interest to the participants. Students should have a reading knowledge of Japanese.]

## Korean

### [LING 430 Structure of Korean

Fall. 4 credits. Offered alternate years. Not offered 1996-97. J. Whitman.

Intensive examination of the syntax and phonology of a non-Indo-European language with the objective of testing principles of current linguistic theory. No previous knowledge of Korean required.]

## Latin and Italic

### [LING 610 Latin Comparative Grammar (also Classics 422)

4 credits. Prerequisite: thorough familiarity with the morphology of classical Latin. Not offered 1996-97. Next offered 1997-98. A. Nussbaum.

The prehistory and evolution of the sounds and forms of classical Latin as reconstructed by comparison with the other Indo-European languages.]

### [LING 612 Italic Dialects (also Classics 425) #

4 credits. Not offered 1996-97; next offered 1998-99. A. Nussbaum.

The phonology and morphology of Faliscan, Oscan, and Umbrian studied through the reading of epigraphical texts. Attention to the relations of these languages to Latin and the question of proto-Italic.]

### LING 614 Archaic Latin (also Classics 426) #

Fall. 4 credits. Prerequisite: reading knowledge of Latin. A. Nussbaum.

Reading of epigraphic and literary preclassical texts with special attention to archaic and dialectal features. The position of Latin among the Indo-European languages of ancient Italy, the rudiments of Latin historical grammar, and aspects of the development of the literary language.

## Romance

### LING 321-322 History of the Romance Languages #

321: fall; 322: spring. 4 credits each term. Prerequisites: Linguistics 101 or equivalent and qualification in any Romance language. Offered alternate years. C. Rosen.

321: Popular Latin. Pan-Romance trends in phonology, morphology, syntax, and the lexicon. Regional divergence. Non-Latin influences. Medieval diglossia and emergence of Romance standards. 322: French, Italian, and Spanish from 850 to 1250 A.D. Analysis of texts. Overview of other languages to the present day. Elements of dialectology.

### [LING 323-324 Comparative Grammar of the Romance Languages

323, fall; 324, spring. 4 credits. Prerequisites: Linguistics 101 or equivalent and qualification in any Romance language. Offered alternate years. Not offered 1996-97. C. Rosen.

Concise survey of Romance syntax, covering the salient constructions in six languages with equal attention to their historical evolution and their current state. Grammatical innovation and divergence in a typological perspective.]

### [LING 620 Area Topics in Romance Linguistics

Spring. 4 credits. May be repeated for credit. Offered alternate years. Not offered 1996-97.]

### [LING 621 Problems and Methods in Romance Linguistics

Fall. 4 credits. Prerequisites: Linguistics 101 or equivalent and qualification in two Romance languages. Offered alternate years. Not offered 1996-97.]

## Russian and Slavic

### [LING 443-444 Linguistic Structure of Russian (also Russian 403-404)

443, fall; 444, spring. 4 credits each term. Prerequisites: for Linguistics 443, Linguistics 101 and permission of instructor; for Linguistics 444, Linguistics 443 or equivalent. Offered alternate years. Not offered 1996-97. W. Browne.

A synchronic analysis of the structure of modern Russian. Linguistics 443 deals primarily with morphology and its relation to syntax and 444 with syntax and word order. Topics covered include case theory, the functions of word order, voice, agreement, impersonal constructions, negation, nonuniversal categories, and the relation between morphology and syntax.]

### [LING 671-672 Comparative Slavic Linguistics (also Russian 651-652)

671, fall; 672, spring. 4 credits each term. Prerequisites: for Linguistics 671, Russian 601 taken previously or simultaneously or permission of instructor; for Linguistics 672, Linguistics 671 or permission of instructor. Offered alternate years. Not offered 1996-97. W. Browne.

Sounds and forms of the Slavic languages and of prehistoric common Slavic; main historical developments leading to the modern languages.]

### [RUSSA 401-402 History of the Russian Language #

401, fall; 402, spring. 4 credits each term. Prerequisites: for Russian 401, permission of instructor; for Russian 402, Russian 401 or equivalent. Offered alternate years. Not offered 1996-97. W. Browne.

Phonological, morphological, and syntactic developments from Old Russian to modern Russian.]

### [RUSSA 601 Old Church Slavic

Fall. 4 credits. This course is prerequisite to Russian 602. Offered alternate years. Not offered 1996-97. W. Browne. Grammar and reading of basic texts.]

### [RUSSA 602 Old Russian Texts

Spring. 4 credits. Prerequisite: Russian 601. Offered alternate years. Not offered 1996-97. W. Browne. Grammatical analysis and close reading of Old Russian texts.]

### [RUSSA 700 Seminar in Slavic Linguistics

Offered according to demand. Variable credit. Not offered 1996-97. Staff. Topics chosen according to the interests of staff and students.]

## Southeast Asian

### [KHMER 403-404 Structure of Khmer @

403, fall; 404 spring. 4 credits each term. Prerequisite: Linguistics 101 or equivalent. Not offered 1996-97. G. Diffloth. Introduction to the linguistic study of Khmer.]

### LING 230 Introduction to Southeast Asian Languages and Linguistics @

Fall. 3-4 credits variable. For non-majors or majors. A. Cohn, J. Wheatley, and J. Wolff.

This is a survey of the languages of Southeast Asia. The goal of this course is to expose students to Southeast Asia as a linguistic area and introduce them to the rich language diversity of the region. It includes three main parts: 1) sociolinguistic and ethnolinguistic issues of language and politics, language and culture, and language use; 2) language structures and typological patterns of the area's languages; 3) historical linguistics, genetic relations between languages, as well as the linguistic effects of language contact and linguistic evidence for prehistory.

### [LING 653-654 Seminar in Southeast Asian Linguistics

653, fall; 654, spring. 4 credits each term. Prerequisite: Linguistics 303 or permission of instructor. Linguistics 653 is not a prerequisite for 654. Not offered 1996-97. G. Diffloth.

Languages of mainland Southeast Asia. Topics, chosen according to student interests, may include description, dialectology, typology, comparative reconstruction, and historical studies.]

### LING 655-656 Seminar in Austronesian Linguistics

655, fall; 656, spring. 4 credits each term. Prerequisites: for Linguistics 655, Linguistics 101 and permission of instructor; for Linguistics 656, Linguistics 655. J. Wolff.

Descriptive and comparative studies of Malayo-Polynesian languages.

### [LING 657-658 Seminar in Austroasiatic Linguistics

657, fall; 658, spring. 4 credits each term. Prerequisite: Linguistics 101 or permission of instructor. Not offered 1996-97. G. Diffloth.

Descriptive and comparative studies of Austroasiatic languages.]

## Spanish

### The Major

The major is designed to give students proficiency in the oral and written language, to acquaint them with Hispanic culture, and to develop their skill in the linguistic analysis of Spanish. (For the major in Spanish literature see the description under Romance Studies.) Satisfactory completion of the major should enable students to meet language requirements for teaching, to continue with graduate work in Spanish or other appropriate disciplines, or to satisfy standards for acceptance into the training programs of the government, social agencies, and business concerns. A Spanish major combined with another discipline may also allow a student to undertake pre-professional training for graduate study in law, medicine, business, etc. Students interested in a Spanish major are encouraged to seek faculty advice as early as possible. For acceptance into the major, students should consult the director of undergraduate studies Professor Margarita Suñer (218 Morrill Hall) for Spanish linguistics.

### The Core

All majors will work out a plan of study in consultation with their advisers. Previous training and interests as well as vocational goals are taken into account when the student's program of courses is determined. Spanish 201 and 204 or 212 (or equivalent) are prerequisite to entering the major in Spanish. All majors normally include the following core courses in their programs:

- 1) Spanish 315-316-318
- 2) Spanish 311 and 312 (or equivalent)

Spanish majors have great flexibility in devising their programs of study and areas of concentration.

### The Linguistic Option

Spanish linguistics, for which the program normally includes at least 20 credits, and at least 8 additional credits in general or Spanish linguistics (such as 366, 405, 407, 408, and others). (Linguistics 101 is recommended before entering this program.) The J. G. White Prize and Scholarships are available annually to students who achieve excellence in Spanish.

**Honors.** Honors in Spanish may be achieved by superior students who want to undertake guided independent reading and research in an area of their choice. Students in the senior year select a member of the Spanish faculty engaged in Spanish literature or linguistics to supervise their work and direct the writing of their honors essays (see Spanish 429-430).

### LING 366 Spanish in the United States (also Spanish 366 and Latino Studies Program 366)

Fall. 4 credits. Prerequisite: some knowledge of Spanish. M. Suñer. Examination of major Spanish dialects in the United States from a linguistic perspective. Contrast with the standard language. Borrowing, interference, and code switching. Syntactic, morphological, and phonological characteristics. Sex-related phenomena.

### [LING 407 Applied Linguistics: Spanish (also Spanish 407)]

Spring. 4 credits. Prerequisite: proficiency in Spanish or permission of instructor. Not offered 1996-97. M. Suñer. This course seeks to equip the advanced

student or the future teacher of Spanish with insights into problem areas for foreign language learners with the aid of linguistic descriptions. The intent is to narrow the gap that is known to exist between the knowledge that a native speaker has and the incomplete one that a foreign language learner possesses.]

### [SPAND 405 Hispanic Dialectology

Spring. 4 credits. Not offered 1996-97. Survey of dialects of Latin America and the Caribbean.]

### [SPAND 408 The Grammatical Structure of Spanish

Spring. 4 credits. Prerequisites: Linguistics 101 and proficiency in Spanish or permission of instructor. Offered alternate years. Not offered 1996-97. M. Suñer. Survey of the salient morphological and syntactic characteristics of contemporary Spanish.]

### SPAND 700 Seminar in Spanish Linguistics

Fall or spring, according to demand. Variable credit. Topics in synchronic and diachronic Spanish linguistics.

## Language Courses (pre-modern and modern)

Courses in foreign language literatures as well as certain language courses are taught in the following departments; consult entries under the department name for course listings.

Africana Studies and Research Center: Swahili, Yoruba

Asian Studies: Chinese, Japanese, Korean, Sanskrit, Vietnamese

Classics: Greek, Latin

German Studies: German

Near Eastern Studies: Akkadian, Arabic, Hebrew, Sumerian, Turkish, Ugaritic

Romance Studies: French, Italian, Spanish

Russian Literature: Russian

The Full-year Asian Language CONcentration (FALCON Program) offers intensive instruction in Chinese, Japanese, or Indonesian to students wishing to gain fluency in the language in a single year.

## Arabic

See listings under Near Eastern Studies.

## Bengali

**Fees.** A small fee may be charged for photocopied texts for course work.

### BENGL 121-122 Elementary Bengali

121, fall; 122, spring. 4 credits each term. Prerequisite: for Bengali 122, Bengali 121 or examination. D. Sudan.

The emphasis is on basic grammar, speaking, and comprehension skills; Bengali script will also be introduced.

### BENGL 201-202 Intermediate Bengali Reading @

201, fall; 202, spring. 3 credits each term. Prerequisites: for Bengali 201, Bengali 122 or examination; for Bengali 202, Bengali 201 or examination. D. Sudan.

Continuing instruction in grammar with attention to speaking and reading skills.

**BENGL 203-204 Intermediate Bengali Composition and Conversation @** 203, fall; 204, spring. 3 credits each term. Prerequisites: for Bengali 203, Bengali 122 or examination; for Bengali 204, Bengali 203 or examination. D. Sudan.

Continuing instruction in grammar with attention to writing skills.

### BENGL 303-304 Bengali Literature I, II

303, fall; 304, spring. 4 credits each term. Prerequisites: Bengali 203-204 or equivalent. D. Sudan.

An introduction to noted Bengali writers. Selections of works by Rabindranath Tagore and Abanindranath Tagore and short stories by Bonophul will be covered. The course will be devoted to reading these works and developing literary criticism and creative writing in Bengali.

## Burmese

**NOTE:** Contact S. Tun in Morrill Hall before classes begin for placement or other testing and organizational information.

**Fees.** A small fee may be charged for photocopied texts for course work.

### BURM 103-104 Burmese Conversation Practice

103, fall; 104, spring. 2 credits each term. Prerequisites: for Burmese 104, Burmese 103 and Burmese 121. May not be taken alone. Must be taken simultaneously with Burmese 121-122. Satisfactory completion of Burmese 104/122 fulfills the qualification portion of the language requirement. S. Tun.

Additional drills, practice and extension of materials covered in Burmese 121 and 122. These courses are designed to be attended simultaneously with Burmese 121-122 respectively, allowing students to obtain qualification within a year.

### BURM 121-122 Elementary Burmese

121, fall; 122, spring. 4 credits each term. Prerequisite: for Burmese 122, Burmese 121. May be taken alone or simultaneously with Burmese 103-104. Satisfactory completion of Burmese 104/122 fulfills the qualification portion of the language requirement. S. Tun.

A thorough grounding is given in all language skills: listening, speaking, reading, and writing.

### BURM 123 Continuing Burmese

Fall. 4 credits. Prerequisite: Burmese 122. Satisfactory completion of Burmese 123 fulfills the qualification portion of the language requirement. S. Tun.

Continuing instruction in conversational and reading skills, to prepare students for 200-level courses.

### BURM 201-202 Intermediate Burmese Reading @

201, fall or spring; 202, fall or spring. 3 credits each term. Prerequisites: for Burmese 201, Burmese 123; for Burmese 202, Burmese 201. S. Tun.

Continuing instruction in spoken and written Burmese.

### BURM 301-302 Advanced Burmese Reading @

301, fall or spring; 302, fall or spring. 3 credits each term. Prerequisites: for Burmese 301, Burmese 202 or permission of instructor; for Burmese 302, Burmese 301. S. Tun.

Continuing instruction in spoken and written Burmese; emphasis on enlarging vocabulary, increasing reading speed, and reading various genres and styles of prose.

**BURM 401-402 Burmese Directed Independent Study**

401, fall; 402, spring. 2-4 credits variable each term. Prerequisite: permission of instructor. S. Tun.  
Various topics according to need.

**Cambodian**

See Khmer.

**Chinese**

For literature courses (conducted in English or Chinese) and Classical Chinese, see Asian Studies.

**NOTE:** Testing for placement, except for those with near-native abilities (particularly those schooled in a Chinese setting up until the age of about 12) takes place in registration week, before classes begin. Time and place will be posted on the Chinese bulletin board opposite Morrill 416. Students with some Chinese schooling who want to obtain 3 or 6 credits for their proficiency will be tested at the beginning of the second week of classes. Again, the time and place will be announced.

**Fees.** A small 'materials fee' may be charged in some courses.

**CHIN 101-102 Elementary Standard Chinese ('Mandarin')**

101, fall; 102, spring. 6 credits each term. Prerequisite: for Chinese 102, Chinese 101 or equivalent. Since each section is limited to 15-18 students, students missing the first two class meetings without a university excuse are dropped so others may register. No student will be added after the second week of classes. Satisfactory completion of Chinese 102 fulfills the qualification portion of the language requirement. J. Wheatley, Q. Teng and staff.

A course for beginners or those who have been placed in the course by examination. The course gives a thorough grounding in conversational and reading skills. Students with some facility in the spoken language (because Chinese is spoken at home) but who do not read characters should take 109/110. Students who read Chinese, but who speak 'dialects,' such as Cantonese or Amoy, should see the program director in Morrill 416 before enrolling.

**CHIN 109-110 Beginning Reading and Writing (Standard Chinese)**

109, fall; 110, spring. 4 credits each term. Prerequisites: for Chinese 109, basic conversational Chinese ('Mandarin'); if in doubt, take the placement examination; for Chinese 110, Chinese 109 or equivalent. Students who complete Chinese 110 normally continue with Chinese 209 and 210. Because of high demand for this course, students missing the first two meetings without a university excuse are dropped so others may register. Satisfactory completion of Chinese 110 fulfills the qualification portion of the language requirement. F. Lee.

This course is intended primarily for students who speak some Chinese (e.g., at home), but who have had little or no formal training. The focus is on characters, reading comprehension, basic composition, standard grammar,

and reading aloud with standard Chinese ('Mandarin') pronunciation.

**CHIN 111-112 Beginning Cantonese (Spoken)**

111, fall; 112, spring. 3 credits each term. Prerequisite: for Chinese 112, Chinese 111 or equivalent. Chinese 111-112 only satisfies the qualification portion of the language requirement if the student can also demonstrate a comparable reading ability. Staff.

A course in conversational standard Cantonese (as spoken in Hong Kong and Canton) for beginners. Students need not have a Mandarin background to take this course, but those with elementary reading skills will also be introduced to Cantonese (character) writing.

**CHIN 113-114 Beginning Reading for Cantonese Speakers**

113, fall; 114, spring. 3 credits each term. Prerequisite: everyday conversational ability in Cantonese. Completion of 114 satisfies the qualification portion of the language requirement. Staff.

This course is intended primarily for students who speak some Cantonese (e.g., at home), but who have had little or no formal training in writing. The focus is on characters, reading comprehension, standard grammar, and reading aloud with Cantonese pronunciation.

**CHIN 201-202 Intermediate Standard Chinese ('Mandarin') @**

201, fall or summer; 202, spring or summer. 4 credits each term. Prerequisites: for Chinese 201, Chinese 102 with a grade of C+ or above or equivalent; for Chinese 202, Chinese 201 or equivalent. Satisfactory completion of Chinese 201 fulfills the proficiency portion of the language requirement. Staff.

Continuing instruction in written and spoken Chinese with particular emphasis on consolidating basic conversational skills and improving reading confidence and depth.

**CHIN 209-210 Intermediate Reading and Writing @**

209, fall; 210, spring. 4 credits each term. Prerequisites: for Chinese 209, Chinese 110 or equivalent; Chinese 210, Chinese 209. Satisfactory completion of 209 fulfills the proficiency portion of the language requirement. After completing 210, students may only take 400-level courses in Chinese. P. Wang and staff.

Continuing focus on reading and writing for students with spoken background in standard Chinese; introduction of personal letter writing and other types of composition.

**[CHIN 215 Mandarin for Cantonese Speakers**

Fall or spring. 3 credits each term. Prerequisites: basic conversational Cantonese and Chinese 114 or the equivalent. Native or near-native Cantonese (speakers/readers) will be allowed in this course. Not offered 1996-97. Staff.

Continuing instruction in spoken Cantonese and in characters (Cantonese and Mandarin), reading comprehension, and reading aloud with Cantonese pronunciation.]

**CHIN 301-302 Advanced Mandarin I @**

301, fall; 302, spring. 4 credits each term. Prerequisites: for Chinese 301, Chinese 202 or equivalent; for Chinese 302, Chinese 301. P. Wang, F. Lee and staff.

Continuing instruction in spoken Chinese and in various genres and styles of written Chinese.

**CHIN 303-304 Advanced Mandarin Conversation @**

303, fall; 304, spring. 1 credit each term. Prerequisite: Chinese 201-202 or equivalent or permission from instructor. S-U grades only. Staff.

Conversation and reading practice for students who wish to maintain language skills. Guided conversation and oral composition and translation. Corrective pronunciation drills.

**CHIN 411-412 Advanced Chinese: Focus on Fiction**

411, fall; 412, spring. 4 credits each term. Prerequisites: for Chinese 411, Chinese 302 or equivalent; for Chinese 412, Chinese 411. Q. Teng.

Reading, discussion, and composition focused on fiction and belles lettres. An important goal of this course is to introduce various genres of written Chinese.

**CHIN 413-414 Advanced Chinese: Focus on Current Events**

413, fall; 414, spring. 3 credits each term. Prerequisites: for Chinese 413, Chinese 412 or equivalent or permission of instructor; for Chinese 414, Chinese 413. S-U grades only. P. Wang and staff.

Reading and discussion, with a focus on current events. One of the goals of this course is to build reading confidence and speed. The content will partially be determined by student need and interest.

**CHIN 425 Special Topics**

Fall or spring, according to demand. 4 credits. Prerequisite: permission of instructor. J. Wheatley and staff.

A number of different topics in advanced Chinese language, advertised the previous semester, will be offered under this title to accommodate the needs of advanced or specialized students, and take advantage of faculty interests. Topics include: correspondence and composition, excerpts from classical novels, Ch'ing documents, xiasheng comedy routines, etc. May be repeated for credit.

**FALCON (Full-year Asian Language CONcentration)**

For full information, brochures, etc., see the FALCON secretary or J. Wheatley in Morrill Hall (e-mail: jkw3@cornell.edu).

**CHIN 160 Introductory Intensive Mandarin**

Summer only. 8 credits. Completion of 160 fulfills the qualification portion of the language requirement. J. Wheatley and staff.

Introduction to spoken and written Mandarin. Lectures on linguistic and cultural matters, intensive drills with native speakers, and laboratory work. Students who complete this course with a grade of at least B are normally eligible to enroll in Chinese 201.

**CHIN 161-162 Intensive Mandarin @**

161, fall; 162, spring. 16 credits each term. Prerequisites: for Chinese 161, Chinese 160 or equivalent or permission of instructor; for Chinese 162, Chinese 161. Satisfactory completion of Chinese 161 fulfills the proficiency portion of the language requirement. J. Wheatley, Q. Teng, F. Lee.

## Czech

**Fees.** A small fee may be charged for photocopied texts for course work.

### CZECH 131-132 Elementary Czech

131, fall; 132, spring. 3 credits each term. Prerequisite: for Czech 132, Czech 131 or equivalent. This language series (131-132) cannot be used to satisfy the language requirement. K. Krivinkova.

Covers all language skills: speaking, listening comprehension, reading, and writing.

### CZECH 133-134 Continuing Czech

133, fall; 134, spring. 3 credits each term. Prerequisites: for Czech 133, Czech 132 or equivalent; for Czech 134, Czech 133. Satisfactory completion of Czech 134 fulfills the qualification portion of the language requirement. K. Krivinkova.

An intermediate conversation and reading course.

## Danish

**Fees.** A small fee may be charged for photocopied texts for course work.

### DANISH 131-132 Elementary Danish

131, fall; 132, spring. 3 credits each term. Prerequisite: for Danish 132, Danish 131 or equivalent. This language series cannot be used to satisfy the language requirement. P. M. Mitchell.

Covers all language skills: speaking, listening comprehension, reading, and writing.

## Dutch

**Fees.** A small fee may be charged for photocopied texts for course work.

### DUTCH 121-122 Elementary Dutch

121, fall or summer; 122, spring or summer. 4 credits each term. Prerequisite: permission of instructor. M. Briggs.

Intensive practice in listening, speaking, reading, and writing basic Dutch in meaningful contexts. The course also offers insight into Dutch language, culture, and society.

### DUTCH 123 Continuing Dutch

Fall. 4 credits each term. Prerequisite: Dutch 122 or equivalent. Satisfactory completion of Dutch 123 fulfills the qualification portion of the language requirement. M. Briggs.

Improves speaking skills, such as fluency and pronunciation, focusing on verbal communication skills; offering a wide range of readings and sharpening listening skills based on Dutch and Dutch-speaking cultures.

### DUTCH 203 Intermediate Composition and Conversation

Spring. 3 credits. Prerequisite: Qualification in Dutch or permission of instructor. M. Briggs.

Improved control of Dutch grammatical structures and vocabulary through guided conversation, compositions and reading, drawing on all Dutch-speaking cultures.

### DUTCH 204 Intermediate Composition and Conversation

Fall. 3 credits. Prerequisite: Dutch 203 or permission of instructor. M. Briggs.

This course aims to emphasize written and oral application of accurate, idiomatic Dutch. Reading of authentic material of newspapers, literature, and history, with emphasis on Dutch seventeenth-century culture and its influence on the Americas. Taught in Dutch.

## English

Intensive English Program, see p. 543.

### English for Academic Purposes

**Fees.** A small fee may be charged for photocopied texts for course work.

### ENGLF 205 English as a Second Language

Fall. 4 credits. Prerequisite: placement by examination. S. Schaffzin.

An all-skills course emphasizing listening and speaking, with some writing practice. Students also meet individually with the instructor.

### ENGLF 206 English as a Second Language

Spring. 3 credits. Prerequisite: ENGLF 205 or placement by examination. S. Schaffzin.

Designed for those who have completed ENGLF 205 and who need further practice, particularly in writing. Individual conferences are also included.

### ENGLF 209 English as a Second Language

Fall or spring. 1 credit. Prerequisite: permission of instructor. S. Schaffzin.

Practice in classroom speaking and in informal conversational English techniques for gaining information. Students also practice giving informal presentations. Individual conferences with the instructor supplement class work.

### ENGLF 210 English as a Second Language

Spring. 1 credit. Prerequisite: permission of instructor. S. Schaffzin.

Practice in academic speaking. Formal classroom discussion techniques and presentation of information in various forms. Individual conferences supplement class work.

### ENGLF 211 English as a Second Language

Fall, spring, or summer. 3 credits. Prerequisite: placement by examination. D. Campbell.

Academic writing with emphasis on improving organization, grammar, vocabulary, and style through the writing and revision of short papers relevant to students' fields. Frequent individual conferences supplement class work.

### ENGLF 212 English as a Second Language

Spring. 3 credits. Prerequisite: permission of instructor. Enrollment will be restricted to the first five days of classes on a first-come, first-served basis. Must have signature of instructor before enrolling. Classes begin the second week of the semester. D. Campbell.

Research paper writing. For the major writing assignment of this course, the students must have a real project that is required for the graduate work. This can be a thesis proposal; a pre-thesis; part of a thesis, such as the literature review or discussion section; a paper for another course or a series of shorter papers (with permission of the other instructor); or a paper for publication. Time limitations make it difficult to deal with work over 20 pages in length. Course work involves practice in paraphrase, summary, the production of cohesive, coherent prose, vocabulary use, and grammatical structure. Frequent individual conferences are a necessary part of the course. Separate

sections for Social Sciences/Humanities and for Science/Technology.

### ENGLF 213 Written English for Non-Native Speakers

Spring. 3 credits. Prerequisite: permission of instructor. S. Schaffzin.

Designed for those whose writing fluency is sufficient for them to carry on regular academic work but who want to refine and develop their ability to express themselves clearly and effectively. Individual conferences supplement class work.

## Freshman Writing Seminar

### ENGLB 215-216 English for Later Bilinguals

For description, see freshman writing seminar brochure.

## French

For information on language placement and transfer credit, contact C. Waldron (403 Morrill Hall, 255-0702). For literature and advanced language courses see Romance Studies. For information on the literature and area studies tracks of the French major, see Romance Studies; for the linguistics track, see French under Linguistics of Particular Languages.

### Study Abroad in France

French majors or other interested students may study in France for one or two semesters during their junior year. Opting for one of several study-abroad plans recognized by the Departments of Romance Studies and Modern Languages facilitates the transfer of credit. Information about these plans is available from Professor Jacques Béreaud, director of undergraduate studies, Department of Romance Studies. (For a description of the Study Abroad programs in Paris and in Geneva, see the listing under the Department of Romance Studies.)

**Fees.** Depending on the course, a small fee may be charged for photocopied texts for course work.

### FRDML 101 Basic Course I

Summer only. 6 credits. M. J. Highfield and staff.

An introductory course offering opportunities for student interaction and intensive practice in listening to, speaking, reading, and writing basic French in meaningful contexts. Students who have previously studied French must take the language placement test (LPF) or receive permission from the instructor before registering for this course.

### FRDML 121 Elementary French

Fall or spring. 4 credits. Spring enrollment limited. No prerequisites. Students who have studied French before must take the language placement test (LPF). Intended for beginning students or those placed by examination. C. Sparfel, M. J. Highfield, and staff.

The four recitation sections per week offer the opportunity for student interaction and intensive practice in listening to, speaking, reading, and writing basic French in meaningful contexts. Lectures offer insights into French language, culture, and society.

### FRDML 122 Elementary French

Fall or spring. 4 credits. Prerequisite: French 121, LPF score 37-44, or SAT II 370-480. Students who receive an LPF score of 56 after French 122 attain qualification and may enter the 200-level



sequence; otherwise, satisfactory completion of French 123 is required for qualification. M. J. Highfield, C. Sparfel and staff.

The goal of French 122 is to build on the students' elementary knowledge of French so that they can function in basic situations in a French-speaking culture. Sections continue to provide intensive, context-specific practice in speaking, listening, reading, and writing. Lectures address cultural and linguistic issues.

#### FRDML 123 Continuing French

Fall, spring, or summer. 4 credits. Limited to students who have previously studied French and have an LPF score 45–55 or SAT II 490–590. Satisfactory completion of French 123 fulfills the qualification portion of the language requirement. C. Waldron and staff.

French 123 is an all-skills course designed to improve pronunciation, oral communication, and reading ability; to establish a groundwork for correct writing; and to provide a substantial grammar review. The approach in the course encourages the student to see a foreign language as something more than a bunch of skills to be memorized. The course features authentic texts, a functional grammar, and exchange students from France who visit the sections.

#### FRDML 200 Intermediate Reading and Writing

Fall or spring. 3 credits. Prerequisite: qualification in French (French 123, LPF score 56–64, or SAT II 600–680). Satisfactory completion of French 200 fulfills the proficiency portion of the language requirement. C. Sparfel.

A language course based on contemporary reading material. Strengthening of reading and writing skills; review and expansion of vocabulary and grammar. Taught in French.

#### FRDML 203 Intermediate Composition and Conversation I

Fall, spring, or summer. 3 credits. Prerequisite: qualification in French (French 123, LPF score 56–64, or SAT II 600–680). Satisfactory completion of French 203 fulfills the proficiency portion of the language requirement. I. Daly, A. Grandjean-Levy and staff.

Improved control of French grammatical structure and vocabulary through guided conversation, composition, and reading. Lectures include grammar review, videos on current topics, and cultural presentations. Taught in French.

#### FRDML 205 Intermediate French: le français multicolore @

Fall. 3 credits. Prerequisite: qualification in French (French 123, LPF score 56–64, or SAT II 600–680). Satisfactory completion of French 205 fulfills the proficiency portion of the language requirement and can be used to satisfy the breadth requirement. N. Gabriel.

Opportunities to strengthen and expand active language skills within the context of the wider French-speaking world. Contemporary readings, video and audio materials, and people from francophone countries of Europe, Africa, and the Americas will provide bases for individual and group projects. Taught in French.

#### FRDML 213 Intermediate Composition and Conversation II

Fall, spring, or summer. 3 credits. Enrollment limited. Prerequisite: proficiency in French (French 200, 203, or 205), permission of instructor, or placement by Cornell Advanced Standing Examination (CASE) offered by the Department of Modern Languages. This course, or its equivalent, is required for admission to the Cornell Abroad program. I. Daly, M. J. Highfield and staff.

Emphasis on improving oral and written expression of accurate, idiomatic French along with enrichment of vocabulary and treatment of specific problems of grammar. Contemporary readings, newspaper articles on current events, television news, movies, and guest speakers will provide a basis for the courses content. (Varying emphasis on the elements according to section.) Taught in French.

#### FRDML 303 French through Current Events

Fall. 4 credits. Limited to 14 students. Prerequisite: Q++ on CASE exam, French 213, or permission of instructor. A. Grandjean-Levy.

All-skills course. Current events, contemporary French political, social, and cultural life constitute the medium in which the language is studied. Students will subscribe to two French weeklies and watch daily French satellite news broadcasts. An e-mail account is necessary as certain information will be accessed through Internet. Some research on issues related to the news will be required for essays, papers, and production of a TV news broadcast.

#### FRDML 305 French through Film

Fall and spring. 4 credits. Prerequisite: Q++ on CASE exam, French 213, or permission of instructor. C. Waldron.

Analysis of French contemporary films and related readings. Used as a means of studying the language. Particular emphasis on the culture and historical context as it relates to French contemporary society. Additionally, guest speakers will provide enrichment on selected topics.

#### FRDML 630 French for Reading—Graduate Students

Spring and summer. 3 credits. Limited to graduate students.

Designed for those with little or no background in French, this course's primary aim is to develop skill in reading French. Grammar basics, extensive vocabulary, and strategies for reading in a foreign language are covered. Some flexibility in selecting texts according to fields of interest is offered.

### German

For literature courses see German Studies.

#### The German Major

See German Studies.

#### Study Abroad

See German Studies.

#### German Area Studies Major

See German Studies.

**Honors.** The honors program in German is open to superior students who want to work independently in an area of their own choice. Students are free to select any faculty member of the Field of Germanic Studies (in the case of area studies majors, the appropriate

member of their committee) to assist them in designing their honors program, to supervise their work, and to help them select a suitable topic for an honors essay. The independent study courses, German 451 and 452, may form part of the program.

#### Freshman Writing Seminar Requirement

See German Studies.

**Fees.** Depending on the course, a small fee may be charged for photocopied texts for course work.

#### GERLA 121 Elementary German I

Fall or spring. 4 credits. Intended for students with no prior experience in German or with a language placement test (LPG) score no higher than 36.

D. McGraw, G. Lischke and staff.

Language practice in small groups provides a thorough grounding in listening, speaking, reading, and writing German. Weekly lectures cover grammar, reading, and cultural information.

#### GERLA 122 Elementary German II

Fall or spring. 4 credits. Prerequisite: German 121, LPG score 37–44, or SAT II 370–450. Students who obtain an LPG score of 56 after German 122 attain qualification and may enter the 200-level sequence; otherwise, successful completion of German 123 is required for qualification. D. McGraw and staff.

Language practice in small groups provides thorough grounding in listening, speaking, reading, and writing German. Weekly lectures cover grammar, reading, and cultural information.

#### GERLA 123 Continuing German

Fall or spring. 4 credits. Limited to students who have previously studied German and have an LPG score 45–55 or SAT II 460–570. Satisfactory completion of German 123 fulfills the qualification portion of the language requirement. G. Appel and staff.

An all-skills (listening, speaking, reading, and writing) review course designed for students with some previous German instruction. Small groups. Course work prepares participants for study at the 200 level.

#### GERLA 203 Intermediate Conversation and Composition

Fall or spring. 3 credits. Prerequisite: qualification in German (German 123, LPG score 56–64, or SAT II 580–670).

G. Lischke, D. Hobbs, G. Valk.

Conversation; review of selected points of grammar; composition; reading of literary and non-literary texts; discussion of current events, videos; and group projects' emphasis on development of accurate and idiomatic expression. Fulfills language proficiency requirement.

#### GERLA 204 Intermediate Conversation and Composition

Fall or spring. 3 credits. Prerequisite: German 203 or permission of instructor. G. Valk, G. Lischke.

Emphasis on improving oral and written expression of idiomatic German. Enrichment of vocabulary and appropriate use of language in conversational context. Material consists of readings in contemporary prose, articles on current events, videos, and group projects.

**GERLA 303-304 Advanced Conversation and Composition**

303, fall; 304, spring. 4 credits each term.  
Prerequisites: for German 303, German 204 or equivalent; for German 304, German 303 or equivalent. G. Valk and staff.

303: Emphasis on increasing the students' oral and written command of German. Study of the language in different text types, such as newspaper, magazines, and literary texts. Discussion of current events and literary texts provides background on the history, politics, and social conflicts of German-speaking countries.

304: Course materials include DIE ZEIT, other German newspaper/magazine articles, and two contemporary novels. Emphasis on vocabulary development pertinent to issues of today's German-speaking countries. Students have the opportunity to research material for class presentation, lead discussions, and share their interests/special fields with the group.

**GERLA 306 Zeitungsteutsch**

Fall. 4 credits. Prerequisite: German 304 or equivalent. G. Valk.

Analysis of various German daily and weekly newspapers with special emphasis on stylistic differences in journalism; discussion of current events. Students have the opportunity to research material for class presentation, lead discussions, and share their interests/special fields with the group.

**GERLA 631-632 Elementary Reading I, II**

631, fall; 632, spring. 3 credits each term. Limited to graduate students. Prerequisite: for German 632, German 631 or equivalent. D. Hobbs.

Intended primarily for beginners with little or no previous German knowledge. Emphasis in 631 on acquiring basic German reading skills. Emphasis in 632 on development of the specialized vocabulary of student's field of study.

**Modern Greek**

See listings under Classics.

**Modern Hebrew**

See listings under Near Eastern Studies.

**Hindi**

**Fees.** A small fee may be charged for photocopied texts for course work.

**HINDI 101-102 Elementary Hindi-Urdu**

101, fall; 102, spring. 6 credits each term.  
Prerequisite: for Hindi 102, Hindi 101 or equivalent. C. Fairbanks.

A semi-intensive course for students without prior experience in Hindi-Urdu or a closely related language. A thorough grounding is given in all language skills: listening, speaking, reading, and writing. Students who have had exposure to Hindi-Urdu or a closely related language in the home or otherwise should generally take Hindi 109-110. Check with instructor regarding placement.

**HINDI 109-110 Accelerated Elementary Hindi-Urdu**

109, fall; 110, spring. 3 credits each term.  
Prerequisite for Hindi 110: Hindi 109 or equivalent. C. Fairbanks.

An entry-level sequence for students with some prior exposure to Hindi-Urdu or a closely related language. This course

sequence will provide a thorough grounding in all the language skills: listening, speaking, reading, and writing. Completion of this sequence, including satisfactory performance on an examination given at the end of Hindi 110, will constitute a level of performance equal to that of the 101-102 sequence, and will thus be considered to fulfill qualification for the language requirement plus eligibility for 200-level Hindi-Urdu courses. Check with instructor regarding placement.

**[HINDI 201-202 Intermediate Hindi Reading @**

201, fall; 202, spring. 3 credits each term.  
Prerequisites: for Hindi 201, Hindi 102; for Hindi 202, Hindi 201 or permission of instructor. Not offered 1996-97. C. Fairbanks.]

**HINDI 203-204 Intermediate Composition and Conversation @**

203, fall; 204, spring. 3 credits each term.  
Prerequisites: for Hindi 203, Hindi 102; for Hindi 204, Hindi 203 or permission of instructor. C. Fairbanks.

Throughout this course sequence all aspects of language learning are practiced: listening, speaking, reading, and writing. In 203, video materials are used and the emphasis is on the conversational aspect of the language. In 204, the focus shifts to reading skills and the main text used is a popular novel.

**[HINDI 301-302 Advanced Readings in Hindi Literature @**

301, fall; 302, spring. 4 credits each term.  
Prerequisites: for Hindi 301, Hindi 202; for Hindi 302, Hindi 301 or equivalent. Not offered 1996-97. C. Fairbanks.  
Selected readings in modern Hindi literature.]

**HINDI 303-304 Advanced Composition and Conversation @**

303, fall; 304, spring. 4 credits each term.  
Prerequisites: for Hindi 303, Hindi 204 or equivalent; for Hindi 304, Hindi 303 or equivalent. C. Fairbanks.

**[HINDI 305-306 Advanced Hindi Readings @**

305, fall; 306, spring. 4 credits each term.  
Prerequisites: for Hindi 305, Hindi 202 or equivalent; for Hindi 306, Hindi 305 or equivalent. Not offered 1996-97.

Intended for those who wish to do readings in history, government, economics, etc., instead of literature.]

**Hungarian**

**Fees.** A small fee may be charged for photocopied texts for course work.

**[HUNGR 131-132 Elementary Hungarian**

131, fall; 132, spring. 3 credits each term.  
This language series cannot be used to satisfy the language requirement. Not offered 1996-97.

Intended for beginners or students with limited knowledge of the language.]

**Indonesian**

For students who have completed Indonesian 121-122-123 or its equivalent there is the option of a one-semester program in Malang, East Java, during the junior year. The program combines a variety of cultural and artistic options with area course work and advanced language study. Complete information is available through Cornell Abroad.

Students who have completed a minimum of 18 credits or the equivalent are eligible to apply for a summer program in the Advanced Indonesian Abroad Program. Further information is available from Professor John Wolff (307 Morrill Hall, 255-0733).

**Fees.** A small fee may be charged for photocopied texts for course work.

**INDO 121-122 Elementary Indonesian**

121, fall; 122, spring. 4 credits each term.  
Prerequisite: for Indonesian 122, Indonesian 121. J. Wolff and staff.

A thorough grounding is given in basic speaking and listening skills with an introduction to reading.

**INDO 123 Continuing Indonesian**

Fall. 4 credits. Prerequisite: Indonesian 122 or equivalent. Satisfactory completion of Indonesian 123 fulfills the qualification portion of the language requirement. J. Wolff and staff.

Improves speaking skills, such as fluency and pronunciation, focusing on verbal communication skills; offers a wide range of readings and sharpens listening skills.

**INDO 203-204 Intermediate Composition and Conversation**

203, fall; 204, spring. 3 credits each term.  
Prerequisites: for Indonesian 203, Indonesian 123; for Indonesian 204, Indonesian 203 or permission of instructor. J. Wolff and staff.

**INDO 205-206 Intermediate Indonesian @**

205, fall; 206, spring. 3 credits each term.  
Prerequisites: for Indonesian 205, Indonesian 123 or equivalent; for Indonesian 206: Indonesian 205 or equivalent. Satisfactory completion of Indonesian 205 fulfills the proficiency portion of the language requirement. J. Wolff and staff.

This course develops all four skills: reading, writing, speaking, and comprehension.

**[INDO 301-302 Advanced Readings in Indonesian and Malay**

301, fall; 302, spring. 4 credits each term.  
Prerequisites: for Indonesian 301, Indonesian 205-206 or equivalent; for Indonesian 302, Indonesian 301. Not offered 1996-97. J. Wolff and staff.]

**[INDO 303-304 Advanced Indonesian Conversation and Composition**

303, fall; 304, spring. 4 credits each term.  
Prerequisites: for Indonesian 303, Indonesian 206; for Indonesian 304, Indonesian 303 or equivalent. Not offered 1996-97. J. Wolff and staff.]

**INDO 305-306 Directed Individual Study**

305, fall; 306, spring. 2-4 credits.  
Prerequisites: Indonesian 301-302 and 303-304 or equivalent knowledge of Indonesian or Malay. J. Wolff.

A practical language course on an advanced level in which the students will read materials in their own field of interest, write reports, and meet with the instructor for two hours a week for two credits and twice a week for four credits.

**[INDO 401-402 Advanced Readings in Indonesian and Malay Literature**

401, fall; 402, spring. 4 credits each term.  
Prerequisites: for Indonesian 401, Indonesian 302 or equivalent; for Indonesian 402, Indonesian 401 or

equivalent. Not offered 1996–97. J. Wolff and staff.]

**FALCON (Full-year Asian Language CONcentration)**

**INDO 161–162 Intensive Indonesian**

161, fall; 162, spring. 16 credits each term. Prerequisite: permission of instructor. J. Wolff and staff.

**Italian**

For literature courses see Romance Studies.

**The Italian Major**

See Romance Studies.

**Study Abroad in Italy**

Italian majors may study in Italy, generally during their junior year, under any of those study-abroad plans organized by American universities that allow the transfer of grades and credit, such as the Cornell program in Rome.

The College of Architecture, Art, and Planning maintains a program open to all qualified students attending Cornell. The program is housed in the sixteenth-century Palazzo Massimo, designed by the architect Baldassare Peruzzi, on the Corso Vittorio Emanuele in the heart of Rome. Students may enroll for a semester in the fall or spring. Courses regularly taught at the Palazzo Massimo include: Architecture 300, 401, 402, 500, 502, Design Studio; Architecture 338 and 399, Special Topics in Architectural History; Architecture 458, Special Projects in Design Communications; Architecture 367, Contemporary Italian Culture; Architecture 510, Thesis Introduction; Art 251, 311, 322, and 371; and History of Art 371, Renaissance and Baroque Art in Rome; Italian 111, 112, Elementary Italian 111 and 112 correspond to Cornell courses 121 and 122 respectively (see below). Students having passed 111 in Rome will be admitted to 122 when they get back to Cornell. Students having passed 112 in Rome will be granted credit but must take the language placement test (LPI) for satisfaction of the language requirement and for placement into more advanced courses upon their return to Cornell. More advanced Italian classes in Rome are also being organized.

To be eligible, students must have completed the first two years of their curriculum requirements and be in good academic standing.

**Fees.** Depending on the course, a small fee may be charged for photocopied texts for course work.

**ITALA 101 Basic Course I**

Summer only. 6 credits.

A thorough grounding in all basic language skills. Students who have previously studied Italian must take the placement examination before registering for this course.

**ITALA 121–122 Elementary Italian**

121, fall; 122, spring. 4 credits each term. Prerequisite: for Italian 122, Italian 121 or equivalent. Intended for beginners or students placed by examination. At the end of Italian 122, students who score 56 or higher on the LPI attain qualification and may enter the 200-level sequence; otherwise Italian 123 is required for qualification. K. Bättig, J. Scarpella, St. Stewart, and staff.

A thorough grounding in all the language skills: listening, speaking, reading, and writing. Language practice is in small groups. Lectures cover grammar and cultural information.

**ITALA 123 Continuing Italian**

Fall, spring, or summer. 4 credits. Limited to students who have previously studied Italian and have an LPI score 45–55 or SAT II 460–580. Satisfactory completion of Italian 123 fulfills the qualification portion of the language requirement. J. Scarpella.

Italian 123 is an all-skills course designed to improve speaking and reading ability, to establish a groundwork for correct writing, and to provide a substantial grammar review.

**ITALA 203–204 Intermediate Composition and Conversation**

203, fall or spring; 204, fall or spring. 3 credits each term. Prerequisites: for Italian 203, qualification in Italian; for Italian 204, 203 or equivalent. P. Swenson and staff.

Guided conversation, composition, reading, pronunciation, and grammar review emphasizing the development of accurate and idiomatic expression in the language.

*Note: Students placed in 200-level courses also have the option of taking courses in introductory literature; see separate listing under Italian 201 for description of this course, which may be taken concurrently with the Italian 203–204 language courses described above. The introductory literature courses are offered by the respective literature departments, and the 203–204 language courses by the Department of Modern Languages.*

**ITALA 313 Advanced Italian: Language in Italian Culture**

Spring. 3 credits. Prerequisite: Italian 204 or equivalent or permission of instructor. Italian 313 is not prerequisite to Italian 314 and may be taken after Italian 314. P. Swenson.

Further development of all skills. Readings and discussions center on two themes: (1) contemporary Italian life and (2) the Italian language, its origins, evolution, and present state, including the role of the dialects. Emphasis on vocabulary building and awareness of stylistic levels.

**ITALA 314 Advanced Italian: Language and Social Issues**

Fall. 3 credits. Prerequisite: Italian 204 or equivalent. Italian 313 is not prerequisite to Italian 314 and may be taken after Italian 314. S. Stewart.

Further development of all skills, with emphasis on self-expression. Content: evolution and crisis in Italian politics, values, and national identity against the background of European unification. Social movements, issues, and attitudes, especially as reflected in the mass media.

**[ITALA 631 Readings in Italian Opera Libretti]**

Spring. 2 credits. For graduate students only. Prerequisite: permission of instructor. Offered concurrently with appropriate seminars in the Department of Music. Not offered 1996–97.]

**Japanese**

For literature courses see Asian Studies.

**Fees.** A small fee may be charged for photocopied texts for course work.

**JAPAN 101–102 Elementary Japanese**

101, fall; 102, spring. 6 credits each term. Prerequisite for Japanese 102: Japanese 101 or placement by the instructor during registration. Intended for beginners or for those who have been placed in the course by examination. Staff.

A thorough grounding is given in all the language skills at beginning level: listening, speaking, reading, and writing.

**JAPAN 123 Accelerated Introductory Japanese**

Fall. 6 credits. Prerequisite: placement by the instructor at beginning of semester. Staff.

Accelerated training in listening, speaking, reading, and writing for students who have already acquired a limited facility in Japanese through residence in Japan or brief formal study, but who require additional training to qualify for admission to Japanese 102. Attend Japanese 101 lectures. Offered if enrollment is sufficient.

**[JAPAN 141–142 Beginning Japanese at a Moderate Pace]**

141, fall; 142, spring. 4 credits each term.

Not offered 1996–97. R. Sukle, N. Nakada. Beginning-level training in listening, speaking, and basic reading and writing. This series of 'Moderate Pace' courses provides an alternate choice for students who find it difficult to schedule the more intensive 101–102 sequence into their schedules: MBA students, engineering students, hotel school students, art college students, and others. Can be followed by the 543–544 and 545–546 sequences. Covers material equivalent to the intensive summer course, Japanese 160.]

**JAPAN 201–202 Intermediate Japanese Reading I @**

201, fall; 202, spring. 2 or 3 credits each term. Students who are currently taking or who have already completed Japanese 203 and 204 register for 2 credits and attend the W drill and the F lecture; other students register for 3 credits (with permission of instructor) and attend the W drill and the M, W, F lectures. Prerequisites: for Japanese 201, Japanese 102 or placement by the instructor during registration; for Japanese 202, Japanese 201 and 203 or placement by the instructor during registration. Staff.

Reading of elementary texts emphasizing practical materials, with development of writing skills.

**JAPAN 203–204 Intermediate Japanese Conversation @**

203, fall and summer; 204, spring and summer. 4 credits each term. Prerequisites: for Japanese 203, Japanese 102 or placement by the instructor during registration; for Japanese 204, Japanese 203 or placement by the instructor during registration. Staff.

Training in listening and speaking for students who have acquired basic oral proficiency. Students are strongly encouraged to enroll in Japanese 201–202 concurrently.

**[JAPAN 241–242 Intermediate Japanese at a Moderate Pace @]**

241, fall; 242, spring. 4 credits each term. Prerequisites: for Japanese 241, Japanese 160 or placement by instructor during registration period; for Japanese 242, Japanese 241 or placement by instructor during registration period. Not offered 1996–97. R. Sukle, N. Nakada.

Training in listening, speaking, reading, and writing for those students who have acquired a basic beginning-level command. Provides an alternate choice for students who find it difficult to schedule the more intensive Japanese 201/203 and 202/204 into their schedules: MBA students, engineering students, hotel school students, arts college students, and others. Can be followed by Japanese 341-342.]

**JAPAN 301-302 Intermediate Japanese Reading II @**

301, fall; 302, spring. 4 credits each term. Prerequisites: for Japanese 301, Japanese 202 or placement by the instructor during registration; for Japanese 302, Japanese 301 or placement by the instructor during registration. K. Selden.

Reading of selected modern texts with emphasis on expository style.

**JAPAN 303-304 Communicative Competence @**

303, fall; 304, spring. 3 credits each term. Prerequisites: for Japanese 303, Japanese 204 and, preferably, Japanese 202, or placement by the instructor during registration; for Japanese 304, Japanese 303 or placement by the instructor during registration. Y. Katagiri.

Drill in the use of spoken Japanese within the constraints set by Japanese social settings.

**[JAPAN 341-342 Advanced Japanese at a Moderate Pace @**

341, fall; 342, spring. 4 credits each term. Prerequisites: for Japanese 341, Japanese 242 or placement by instructor during registration period; for Japanese 342, Japanese 341 or placement by instructor during registration period. Not offered 1996-97. R. Sukle, N. Nakada.

Training in intermediate to advanced listening and speaking, and continued work on reading and writing. Provides an alternate choice for students who find it difficult to schedule the more intensive Japanese 201/203 and 202/204 into their schedules: MBA students, engineering students, hotel school students, arts college students, and others. Also highly recommended for those with prior background in the language who are weak in the more complex and difficult grammar patterns.]

**JAPAN 401-402 Advanced Japanese Reading @**

401, fall; 402, spring. 4 credits each term. Prerequisites: for Japanese 401, Japanese 302 or placement by the instructor during registration; for Japanese 402, Japanese 401 or placement by the instructor during registration. K. Selden.

Reading of selected modern texts with emphasis on expository style.

**JAPAN 407-408 Oral Narration and Public Speaking**

407, fall; 408, spring. 2 credits each term. Prerequisites: for Japanese 407, Japanese 304 or placement by the instructor during registration; for Japanese 408, Japanese 407 or placement by the instructor during registration. N. Nakada.

Instruction in making and delivering socially appropriate and effective speeches, with emphasis on both the construction of discourse and Japanese patterns of oral delivery.

**JAPAN 421-422 Directed Readings**

421, fall; 422, spring. Credit to be arranged. Limited to advanced students and offered according to staff-time availability. Prerequisite: placement by the instructor during registration. K. Selden.

Topics are selected on the basis of student needs.

**JAPAN 543-544 Intermediate Japanese for Business Purposes**

543, fall; 544, spring. 4 credits each term. Prerequisites: for Japanese 543, Japanese 160, 102, and permission of instructor or placement by instructors during registration period; for Japanese 544, Japanese 543, 102, or placement by instructors during registration. Staff.

Training in listening, speaking, reading, and writing for students who have already acquired a basic oral proficiency. Course times are arranged to accommodate those in the MBA program, but the material is oriented toward any student. Particularly suited to students who find it difficult to schedule the more intensive 201/203 or 202/204 courses into their schedules: MBA students, engineering students, hotel school students, arts college students, and others.

**[JAPAN 545-546 Advanced Japanese for Business Purposes**

545, fall; 546, spring. 4 credits each term. Prerequisites: for Japanese 545, Japanese 544 or placement by instructors during registration period; for Japanese 546, Japanese 545 or placement by instructors during registration period. Not offered 1996-97. Staff.

Training in listening and speaking at intermediate to advanced level; continued work on reading and writing at intermediate level. Course times are arranged to accommodate those in the MBA program, but the material is oriented toward any student. Particularly suited to students who find it difficult to schedule the more intensive 202/204 courses into their schedules: MBA students, engineering students, hotel school students, arts college students, and others.]

**FALCON (Full-year Asian Language CONcentration)**

R. Sukle, Morrill Hall

**JAPAN 160 Introductory Intensive Japanese**

Summer only. 8 credits. R. Sukle and staff.

This is the first term of the Japanese FALCON Program. It is a full-time, nine-week course; the degree of intensity does not allow students to take other courses simultaneously. Formal application must be made to the program, but admission is open to all students, not just those students intending to take the fall and spring terms of FALCON. The course is an introduction to Japanese from absolute, as well as reading and writing. There are three drill classes and one lecture per day as well as two required language lab sessions. Students completing this course can move smoothly into the Japanese 543-544 sequence during the following academic year; Japanese 543-544 can in turn be followed by Japanese 545-546.

**JAPAN 161-162 Intensive Japanese (FALCON) @**

161, fall; 162, spring. 16 credits each term. Prerequisites: for Japanese 161, Japanese 160 or Japanese 102 at Cornell, or

placement prior to beginning of fall term by FALCON staff. Students must apply formally to the program; admission is open to graduate and undergraduate students from Cornell or elsewhere provided they have the necessary prerequisites or can place into this level. For Japanese 162, Japanese 161 at Cornell or placement by the instructor. R. Sukle and staff.

Work is on spoken and written Japanese from intermediate into advanced level. This is a full-time program and a full academic load; the demands of the course do not permit students to simultaneously take other courses. With the sequence Japanese 160-161-162, a student can, in one calendar year, complete as much Japanese as would be covered in the general properties of human language. Not surprisingly, then, many students of linguistics owe their initial interest to a period of exposure to a foreign language, and those who come to linguistics by some other route find their knowledge about languages enriched and are often stimulated to embark on further foreign language study.

Students interested in learning more about linguistics and its relationship to other disciplines in the humanities and social sciences are encouraged to take Linguistics 13ree or four years in many regular Japanese programs.

**Javanese**

Fees. A small fee may be charged for photocopied texts for course work.

**JAVA 131-132 Elementary Javanese**

131, fall; 132, spring. 3 credits each term. Prerequisite: for Javanese 132, Javanese 131 or equivalent. This language series (131-132) cannot be used to satisfy the language requirement. J. Wolff and staff.

An elementary language course for those who have had no previous experience in the language.

**JAVA 133-134 Continuing Javanese**

133, fall; 134, spring. 3 credits each term. Prerequisites: for Javanese 133, Javanese 132 or equivalent; for Javanese 134, Javanese 133 or equivalent. Satisfactory completion of Javanese 134 fulfills the qualification portion of the language requirement. J. Wolff and staff.

An intermediate conversation and reading course.

**JAVA 203-204 Directed Individual Study**

203, fall; 204, spring. 3 credits. Prerequisite: Javanese 134 or equivalent. J. Wolff and staff.

This is a practical language course on an intermediate level in which the students will work through readings and conversations under the guidance of a native speaker for three contact hours a week.

**Khmer (Cambodian)**

Fees. A small fee may be charged for photocopied texts for course work.

**KHMER 101-102 Elementary Khmer**

101, fall; 102, spring. 6 credits each term. Prerequisite: for Khmer 102, Khmer 101 or equivalent. Staff.

A course for beginners or for those who have been placed in the course by examination. The course gives a thorough grounding in speaking and reading.



**KHMER 201-202 Intermediate Khmer Reading @**

201, fall; 202, spring. 3 credits each term.  
Prerequisites: for Khmer 201, Khmer 102; for Khmer 202, Khmer 201. Staff.  
Continuing instruction in spoken and written Khmer.

**KHMER 203-204 Intermediate Composition and Conversation @**

203, fall; 204, spring. 3 credits each term.  
Prerequisites: for Khmer 203, Khmer 102; for Khmer 204, Khmer 203. Staff.  
Letter writing and other forms of composition.

**KHMER 301-302 Advanced Khmer @**

301, fall; 302, spring. 4 credits each term.  
Prerequisites: for Khmer 301, Khmer 202 or equivalent; for Khmer 302, Khmer 301. Staff.

Continuing instruction in spoken and written Khmer; emphasis on enlarging vocabulary, increasing reading speed, and reading various genres and styles of prose.

**KHMER 401-402 Directed Individual Study**

401, fall; 402, spring. For advanced students. 2-4 credits each term. Prerequisite: permission of instructor. Staff.  
Various topics according to need.

**Korean**

**Fees.** A small fee may be charged for photocopied texts for course work.

**KOREA 101-102 Elementary Korean**

101, fall; 102, spring. 6 credits each term.  
Satisfactory completion of Korean 102 fulfills the qualification portion of the language requirement. H. Diffloth and staff.

Covers basics of speaking, reading, and writing. Introduces Hangeul writing system and grammar.

**KOREA 109-110 Elementary Reading**

109, fall; 110, spring. 3 credits each term.  
Prerequisite: permission of instructor.  
Satisfactory completion of Korean 110 fulfills the qualification portion of the language requirement. H. Diffloth and staff.

This course is for students who have spoken some Korean in the home, but whose reading and writing skills are limited or nonexistent. If in doubt about eligibility, see instructor.

**KOREA 201-202 Intermediate Korean @**

201, fall; 202, spring. 4 credits each term.  
Prerequisites: for Korean 201, Korean 102 or permission of instructor; for Korean 202, Korean 201. Satisfactory completion of Korean 201 fulfills the proficiency portion of the language requirement. H. Diffloth and staff.

Covers the basics of speaking, reading, and writing at the intermediate level. Introduces some reading and writing with Chinese characters.

**KOREA 209-210 Intermediate Reading**

209, fall; 210, spring. 4 credits each term.  
Prerequisites: for Korean 209, Korean 110 or permission of instructor; for Korean 210, Korean 209 or permission of instructor.  
Satisfactory completion of Korean 209 fulfills the proficiency portion of the language requirement. H. Diffloth and staff.

An intermediate level of reading comprehension and writing course for students who have acquired basic oral proficiency. Introduces

some reading and writing with Chinese characters. If in doubt about eligibility, see instructor.

**KOREA 301-302 Advanced Korean**

301, fall; 302, spring. 4 credits each term.  
Prerequisites: for Korean 301, Korean 202 or placement by instructor; for Korean 302, Korean 301 or placement by instructor.  
H. Diffloth and staff.

Reading of advanced texts, including newspapers and Chinese character material, together with advanced drill on the spoken language.

**Languages**

**Fees.** A small fee may be charged for photocopied texts for course work.

**LANG 300 Independent Language Study**

Fall or spring. 1-4 credits. Prerequisite: permission of instructor.

Languages are sometimes taught on a specialized basis when faculty are available to address particular student needs. Sections will be arranged with the instructor.

**LANG 501 Teaching Second Languages**

Fall. 3 credits. Note: this course will count as out-of-college credit for College of Arts and Sciences undergraduates.  
J. Lantolf.

This course is designed primarily for graduate teaching assistants in the Department of Modern Languages who have no prior experience in the teaching of foreign and second languages. It is also open to others interested in language teaching methodology. The course has a general component relevant to the teaching of all second languages as well as a language-specific component tailored to the pedagogical needs of particular languages. Topics include: observing and reflecting upon the language classroom; principles and research in second-language learning; teaching grammar, pronunciation, and vocabulary; teaching reading, writing, and speaking; teaching for proficiency; discourse and language functions; materials preparations, the task-based syllabus, lesson plans; evaluation and testing, student errors and teacher feedback, portfolios, discrete point and integrative tests; learner attitude, aptitude, motivation, and individual differences; learning strategies; individual and small group activities and collaborative learning; culture in the language classroom; and the role of technology in the language classroom.

**Latin**

See listings under Classics.

**Nepali**

**Study Abroad in Nepal**

Cornell and the central campus of the Nepalese national university—Tribhuvan—at Kirtipur, Kathmandu, co-sponsor an academic year in Nepal. North American students study and live with Nepalese students who come from outside the Kathmandu Valley to Tribhuvan University. Students may participate in one or two semesters. Courses are offered both at Tribhuvan University and at the Cornell-Nepal Study Program House adjacent to the university. All courses are officially taught in English. A five-week, in-country orientation program includes classes in intensive Nepali conversation, cultural orientation programs, and a ten-day field trip and trek. Semester course offerings include

Nepali language (Tibetan and/or Newari languages also possible), contemporary issues in Nepalese studies, field research design and methods in sociology/anthropology and ecology/environment, and guided field research.

Juniors and seniors in good academic standing from any major field may participate. Students must have a desire to study on the other side of the world, to participate in a multicultural program, and to undertake rigorous field research. No experience in Nepal is necessary and instruction is in English, but some prior Nepali language study is strongly recommended. Students interested in the study abroad in Nepal program should consult with the Cornell Abroad office (474 Uris Hall) for further information.

**Fees.** A small fee may be charged for photocopied texts for course work.

**NEPAL 101-102 Elementary Nepali**

101, fall; 102, spring. 6 credits each term.  
Prerequisite: for Nepali 102, 101 or examination. S. Oja.

Intended for beginners. The emphasis is on basic grammar, speaking and comprehension skills, utilizing culturally appropriate materials and texts. Devanagari script for reading and writing is also introduced.

**NEPAL 160 Intensive Nepali**

Summer only. 10 credits. Intended for beginners. Offered alternate years.  
Offered 1997. S. Oja.

Emphasis will be on the spoken language, in dialogues, exercises, and conversation practice. In addition, however, special attention is given to assisting students to develop vocabularies and abilities appropriate to their unique professional needs. Reading and writing practice use both colloquial and scholarly materials in the Nepali (Devanagari) script.

**NEPAL 201-202 Intermediate Nepali Conversation @**

201, fall; 202, spring. 3 credits each term.  
Prerequisites: for Nepali 201, Nepali 102 or examination; for Nepali 202, Nepali 201 or examination. S. Oja.

Intermediate instruction in spoken grammar and verbal comprehension skills, with special attention to developing technical vocabularies and other verbal skills appropriate to students' professional fields.

**NEPAL 203-204 Intermediate Nepali Composition @**

203, fall; 204, spring. 3 credits each term.  
Prerequisites: for Nepali 203, Nepali 102 or examination; for Nepali 204, Nepali 203 or examination. S. Oja.

A systematic review of written grammar and reading comprehension, with special attention to the technical vocabularies, necessary writing skills, and published materials typical of advanced students' professional fields.

**NEPAL 301-302 Advanced Nepali**

301, fall; 302, spring. 3 credits each term.  
Prerequisite: Nepali 204 or permission of instructor. S. Oja.

Reading of advanced texts, together with advanced drill on the spoken language.

## Pali

**Fees.** A small fee may be charged for photocopied texts for course work.

### [PALI 131-132 Elementary Pali

131, fall; 132, spring. 3 credits each term. This language series cannot be used to satisfy the language requirement. Not offered 1996-97. J. Gair.  
131 is an introduction to the language of the canonical texts of Theravada Buddhism. Reading of authentic texts of Theravada Buddhism. Emphasis on both content and grammatical structure. Familiarity with Sanskrit is not required. 132 is a continuation of 131 with further readings.]

## Polish

**Fees.** A small fee may be charged for photocopied texts for course work.

### [POLSH 131-132 Elementary Polish

131, fall; 132, spring. 3 credits each term. Prerequisite: for Polish 132, Polish 131 or equivalent. This language series (131-132) cannot be used to satisfy the language requirement. Offered alternate years. E. Dornisch.

Covers all language skills: speaking, listening comprehension, reading, and writing.

### [POLSH 133-134 Continuing Polish

133, fall; 134, spring. 3 credits each term. Prerequisites: for Polish 133, Polish 132 or equivalent; for Polish 134, Polish 133 or equivalent. Satisfactory completion of Polish 134 fulfills the qualification portion of the language requirement. Offered alternate years. Not offered 1996-97. Staff.

An intermediate conversation and reading course.]

## Portuguese

**Fees.** A small fee may be charged for photocopied texts for course work.

### [PORT 121-122 Elementary Portuguese

121, fall; 122, spring. 4 credits each term. Intended for beginners. Students may attain qualification upon completion of 122 by achieving a satisfactory score on a special examination. J. Oliveira.

A thorough grounding is given in all the language skills: listening, speaking, reading, and writing.

### [PORT 203-204 Intermediate Composition and Conversation @

203, fall; 204, spring. 3 credits each term. Prerequisites: for Portuguese 203, Portuguese 122 or permission of instructor; for Portuguese 204, Portuguese 203 or permission of instructor. J. Oliveira.

Conversational grammar review with special attention to pronunciation and the development of accurate and idiomatic oral expression. Includes readings in contemporary Portuguese and Brazilian prose and writing practice.

### [PORT 303-304 Advanced Composition and Conversation @

303, fall; 304, spring. 4 credits each term. Prerequisites: for Portuguese 303, Portuguese 204 or equivalent; for Portuguese 304, Portuguese 303 or equivalent. J. Oliveira.

## Quechua

**Fees.** A small fee may be charged for photocopied texts for course work.

### [QUECH 131-132 Elementary Quechua

131, fall; 132, spring. 3 credits each term. Prerequisite: qualification in Spanish. This language series (131-132) cannot be used to satisfy the language requirement. L. Morató-Peña.

A beginning conversation course in the Cuzco dialect of Quechua.

### [QUECH 133-134 Continuing Quechua

133, fall; 134, spring. 3 credits each term. Prerequisites: for Quechua 133, Quechua 131-132 or equivalent; for Quechua 134, Quechua 133 or equivalent. Satisfactory completion of Quechua 134 fulfills the qualification portion of the language requirement. L. Morató-Peña.

An intermediate conversation and reading course. Study of the Huarochiri manuscript.

### [QUECH 135-136 Quechua Writing Lab

135, fall; 136, spring. 1 credit each term. Prerequisite: concurrent enrollment in Quechua 131-132 or instructor's approval. Letter grade only. L. Morató-Peña.

Computer-assisted drill and writing instruction in elementary Quechua.]

## Romanian

**Fees.** A small fee may be charged for photocopied texts for course work.

### [ROMAN 131-132 Elementary Romanian

131, fall; 132, spring. Offered according to demand. 3 credits. Prerequisite: for Romanian 132, Romanian 131 or equivalent. This language series (131-132) cannot be used to satisfy the language requirement. Not offered 1996-97.

Covers all language skills: speaking, listening comprehension, reading, and writing.]

### [ROMAN 133-134 Continuing Romanian

133, fall; 134, spring. Offered according to demand. 3 credits. Prerequisite for Romanian 134: Romanian 133 or equivalent. Satisfactory completion of Romanian 134 fulfills the qualification portion of the language requirement. Not offered 1996-97.

An intermediate conversation and reading course.]

## Russian

For literature courses see Russian Literature.

### The Russian Major

See Russian Literature.

### Study Abroad

Cornell is an affiliated institution in the Council on International Education Exchange program for Russian language study in St. Petersburg and other Russian cities. Cornell students also frequently go on the American Council of Teachers of Russian program in Moscow and other Russian language programs. Opportunities are available for study during the summer, a single semester, or the full year. Further information is available from Professor Patricia Carden or Diane Williams, 236 Goldwin Smith Hall.

**Honors.** Students taking honors in Russian undertake individual reading and research and write an honors essay.

## Freshman Writing Seminar Requirement

See Russian Literature.

## Russian Studies Major

See "Special Programs and Interdisciplinary Studies," which follows the department listings.

**Fees.** A small fee may be charged for photocopied texts for course work.

### RUSSA 103-104 Conversation Practice

103, fall; 104, spring. 2 credits each term. Must enroll in one section of 103 and one section of 121, in the fall; and one section of 104 and one section of 122 in the spring. L. Paperno.

### RUSSA 121-122 Elementary Russian

121, fall or summer; 122, spring or summer. 4 credits each term. May be taken alone and qualification will be achieved with satisfactory completion of 121-122-123; or may be taken concurrently with 103-104 and qualification will be achieved at completion of 122-104. K. Krivinkova, V. Tsimberov and staff.

A thorough grounding is given in all the language skills: listening, speaking, reading, and writing.

### RUSSA 123 Continuing Russian

Fall. 4 credits. Limited to students who have previously studied Russian or been placed by department. Satisfactory completion of Russian 123 fulfills the qualification portion of the language requirements. V. Tsimberov, S. Paperno, L. Paperno.

A course designed to prepare students for study at the 200 level. Passing this course is equivalent to qualification. Authentic Russian materials are used: TV, books, etc.

### RUSSA 203-204 Intermediate Composition and Conversation

203, fall, or summer; 204, spring or summer. 3 credits each term. Prerequisites: for Russian 203, qualification in Russian (Russian 123 or placement by department); for Russian 204, Russian 203 or equivalent. L. Paperno, S. Paperno, V. Tsimberov.

Guided conversation, composition, reading, pronunciation, and grammar review, emphasizing the development of accurate and idiomatic expression in the language.

### RUSSA 205-206 Reading Russian Press

205, fall; 206, spring. 2 credits each term. Prerequisite: qualification in Russian (Russian 123 or placement by department). Both semesters must be taken in order to satisfy the proficiency level for the language requirement. This course cannot be used to satisfy the humanities requirement. Staff.

Reading unabridged articles on a variety of topics from current Russian periodicals.

*Note: Students placed in the 200-level courses also have the option of taking courses in introductory literature; see separate listings under Russian 201 and 202 for descriptions of these courses, any of which may be taken concurrently with the 203-204 and 205-206 language courses described above. The introductory literature courses are offered by the Department of Russian Literature, and the 203-204 and 205-206 language courses by the Department of Modern Languages.*

**RUSSA 303-304 Advanced Composition and Conversation**

303, fall; 304, spring. 4 credits each term.  
Prerequisites: for Russian 303, Russian 204 or equivalent; for Russian 304, Russian 303 or equivalent. L. Paperno, S. Paperno, V. Tsimberov.

Writing, reading, and conversation: viewing and reading authentic language materials; current Russian films (feature and documentary), newspapers, TV programs, and other materials are used.

**RUSSA 305-306 Directed Individual Study**

305, fall; 306, spring. 2 credits each term.  
Prerequisite: placement by the department. Staff.

This course is intended for students with special needs (e.g., children of Russian immigrants who speak Russian at home) that cannot be met by any other Russian course.

**RUSSA 309-310 Advanced Reading**

309, fall; 310, spring. 4 credits each term.  
Prerequisites: for Russian 309, Russian 204; for Russian 310, Russian 309 or equivalent. L. Paperno.

The purpose of the course is to teach advanced reading skills. The weekly reading assignment is 20-40 pages of unabridged Russian prose (non-fiction) of the 20th century. The discussion of the reading is conducted entirely in Russian and is centered around the content of the assigned selection.

**RUSSA 413-414 Advanced Conversation and Stylistics**

413, fall; 414, spring. 2 credits each term.  
Prerequisites: for Russian 413, Russian 303-304 or the equivalent, for Russian 414, Russian 413 or equivalent. V. Tsimberov.

Discussion of authentic unabridged Russian texts and films (feature or documentary) in a variety of nonliterary styles and genres.

**RUSSA 633-634 Russian for Russian Specialists**

633, fall; 634, spring. 2 credits each term.  
Prerequisite: four years of college Russian.  
For graduate and advanced undergraduate students. S. Paperno.

The course is designed for students who specialize in an area of Russian studies requiring fine active control of the language. Fine points of syntax, usage, and style are discussed.

**Sanskrit**

See listings under Asian Studies.

**Serbo-Croatian**

**Fees.** A small fee may be charged for photocopied texts for course work.

**[SEBCR 131-132 Elementary Serbo-Croatian**

131, fall; 132, spring. 3 credits each term.  
Prerequisite for Serbo-Croatian 132: Serbo-Croatian 131 or equivalent. This language series (131-132) cannot be used to satisfy the language requirement. Offered alternate years. Not offered 1996-97.  
W. Browne.

Covers all language skills: speaking, listening comprehension, reading, and writing.]

**SEBCR 133-134 Continuing Serbo-Croatian**

133, fall; 134, spring. 3 credits each term.  
Prerequisites: for Serbo-Croatian 133, Serbo-Croatian 132 or equivalent; for Serbo-Croatian 134, Serbo-Croatian 133 or equivalent. Satisfactory completion of Serbo-Croatian 134 fulfills the qualification portion of the language requirement.  
Offered alternate years. K. Bättig.

An intermediate conversation and reading course.

**Sinhala (Sinhalese)**

**Fees.** A small fee may be charged for photocopied texts for course work.

**SINHA 101-102 Elementary Sinhala**

101, fall; 102, spring. 6 credits each term.  
Prerequisite: for Sinhala 102, Sinhala 101 or equivalent. M. Rodrigo.

A semi-intensive course for beginners. A thorough grounding is given in all the language skills; listening, speaking, reading, and writing.

**[SINHA 160 Intensive Sinhala**

Summer only. 10 credits. Intended for beginners. Offered alternate years.  
Offered 1998.

Emphasis is on the spoken (colloquial) language, the writing system is introduced and used to present all Sinhala materials, with additional reading practice with colloquial materials. A foundation is laid for later study of the written language (literary Sinhala.)]

**SINHA 201-202 Intermediate Sinhala Reading @**

201, fall; 202, spring. 3 credits each term.  
Prerequisites: for Sinhala 201, Sinhala 102; for Sinhala 202, Sinhala 201 or equivalent.  
M. Rodrigo.

**SINHA 203-204 Intermediate Composition and Conversation @**

203, fall; 204, spring. 3 credits each term.  
Prerequisites: for Sinhala 203, Sinhala 102 or permission of instructor; for Sinhala 204, Sinhala 203 or equivalent. M. Rodrigo.

**Spanish**

For advanced Spanish language and literature courses see Romance Studies.

**Study Abroad in Spain**

Cornell, the University of Michigan and the University of Pennsylvania cosponsor an academic year in Spain program. Students enrolled in this program spend the first four weeks before the fall semester begins in a residential college located on the campus of the University of Madrid, where they take a course in Spanish language and contemporary society and take advantage of special lectures and field trips to Madrid and Castile. This course carries three credits. In early October the program moves to Seville, where students enroll in as many regular classes as the University of Seville as their language competency and general education permit. Their academic work is supplemented by courses designed explicitly for the program by Seville faculty, as well as a seminar regularly offered by the resident director, who is chosen from the faculty of either Cornell, Michigan or Pennsylvania. The special courses normally include history of art and architecture, Spanish composition and syntax, and modern Spanish history. In Seville students live with selected families. Cornell-

Michigan-Pennsylvania also maintains a center in Seville, which is used by students for special seminars, tutorials, lectures, and informal gatherings.

Applicants are expected to have at least completed Spanish 204 prior to departure. Students are strongly encouraged to study abroad for the entire year rather than for one semester. Students interested in the study abroad program should consult with the Cornell Abroad office for further information (474 Uris Hall, 255-6224).

**Fees.** Depending on the course, a small fee may be charged for photocopied texts for course work.

**Important information about registration for Spanish classes**

The Spanish Program offers a number of elementary and intermediate courses to satisfy the needs of students with a variety of backgrounds; students are urged to register for the appropriate level so as to start the semester in the right class. Students with 2 or more years in the language are required to take the placement test before taking any Spanish course.

Background	Course
0 Spanish	Spanish 121
less than 2 years	Spanish 121
2 years or more	Placement test score required for any Spanish course
Language Placement Score*	
less than 37 or SAT II below 370	Spanish 121
37-44 or SAT II 370-450	Spanish 112, 122
45-55 or SAT II 460-580	Spanish 123
56 or more or SAT II 590 and above	Spanish 200, 203, 213

\*the placement score can be from an achievement test, the CPT, or the LPS.

**SPAND 101 Basic Course I**

Summer only. 6 credits. Prerequisite: no Spanish.

This course is intended for students with absolutely no experience in Spanish. (Spanish 123 and 203 are usually offered in the summer concurrently with 101 for students with prior experience.) Spanish 101 provides a thorough grounding in all language skills. Language practice in small groups. Lectures cover grammar, reading, and cultural information.

**SPAND 112 Elementary Spanish: Review and Continuation**

Fall. 4 credits. Prerequisite: LPS score 37-44. M. Rice.

This course is designed for students who have taken some Spanish and who have a placement score of 37-44 or SAT II 370-450. It provides a basic review and then moves on to cover new material for the remainder of the term. Students who have taken Spanish 121 may enroll for this course. As part of the final exam, students take the LPS and, according to their score, may place into Spanish 123 (score below 56) or receive qualification (56 or above), and placement into the 200-level courses. Evening prelim.

**SPAND 121-122 Elementary Spanish**

121, fall; 122, spring. 4 credits each term.  
Prerequisite: for Spanish 122, Spanish 121.  
Z. Iguina and staff.

This course is intended for students with no experience in Spanish. (Students who have previously studied 2 or more years of Spanish are not eligible for 121 unless they have an LPS score lower than 37 or SAT II lower than 370.) The course provides a thorough grounding in all language skills. Language practice in small groups. Lectures cover grammar, reading, and cultural information. Evening prelims.

**SPAND 123 Continuing Spanish**

Fall, spring, or summer. 4 credits.  
Prerequisite: Spanish 112, Spanish 122, or an LPS score 45-55 or SAT II 460-580.  
M. K. Redmond, L. Morató-Peña, A. Tió and staff.

An all-skills course designed to prepare students for study at the 200 level. Satisfactory completion of Spanish 123 fulfills the qualification portion of the language requirement. Evening prelim.

**SPAND 200 Spanish for English/Spanish Bilinguals**

Fall or spring. 3 credits. Prerequisite: LPS score 56-64, SAT II 590-680, CASE placement, or permission of instructor.  
D. Cruz de Jesús.

A course designed to expand bilingual students' knowledge of Spanish by providing them with ample opportunities to develop and improve each of the basic language skills.

**SPAND 203 Intermediate Composition and Conversation**

Fall, spring, or summer. 3 credits.  
Prerequisite: qualification in Spanish (Spanish 123, LPS score 56-64, or SAT II 590-680). Not available to students who have taken Spanish 213. D. Cruz de Jesús, J. Routier, A. Tió, N. Maldonado, M. Rice.

Conversational grammar review with special attention to the development of accurate and idiomatic oral expression. Includes readings in contemporary Spanish prose and practice in writing.

**SPAND 204 Intermediate Composition and Conversation**

Fall or spring. 3 credits. Prerequisite: Spanish 203 or permission of instructor.  
E. Dozier, N. Maldonado.

Practice in conversation with emphasis on improving oral and written command of Spanish. Includes treatment of specific problems in grammar, expository writing, and readings in contemporary prose.

**SPAND 213 Intermediate Spanish for the Medical and Health Professions**

Fall or spring. 3 credits. Prerequisite: qualification in Spanish (Spanish 123, LPS score 56-64, or SAT II 590-680) or permission of instructor. Not available to students who have taken Spanish 203.  
A. Tió.

Conversational grammar review, with dialogues, debates, compositions, and readings on health-related themes. Special attention is given to relevant cultural differences. Fulfills proficiency requirement.

**SPAND 310 Advanced Conversation and Pronunciation**

Spring. 2 credits. Prerequisite: Spanish 204 or equivalent. Z. Iguina.

A conversation course with intensive oral practice obtained through the production of video programs. Study of the fundamental aspects of communication in the standard spoken and written Spanish, with some focus on dialectal variations. Weekly phonetics labs to improve pronunciation.

**Swahili**

See listings under Africana Studies and Research Center.

**Swedish**

**Fees.** A small fee may be charged for photocopied texts for course work.

**SWED 121-122 Elementary Swedish**

121, fall; 122, spring. 4 credits each term.  
Prerequisite: for Swedish 122, Swedish 121 or equivalent. L. Trancik.

The aim of this course is to develop skills in listening, speaking, reading and writing within Sweden's cultural context. Interactive computer programs are used in these courses.

**SWED 123 Continuing Swedish**

Fall. 4 credits. Prerequisite: Swedish 122 or equivalent. L. Trancik.

Development of skills in spoken and written Swedish within Sweden's cultural context.

**SWED 203 Intermediate Swedish**

Spring. 3 credits. Prerequisite: Swedish 123 or permission of instructor. L. Trancik.  
Intermediate to advanced level instruction utilizing audio-visual material and text to enhance language comprehension.

**SWED 204 Advanced Swedish**

Fall. 3 credits. Prerequisite: Swedish 203 or permission of instructor. Taught in Swedish. L. Trancik.

Emphasis on improving oral and written expression of Swedish, including vocabulary, readings in contemporary prose, treatment of specific problems in grammar, and presentation of videos and films.

**Tagalog**

**Fees.** A small fee may be charged for photocopied texts for course work.

**TAG 121-122 Elementary Tagalog**

121, fall; 122, spring. 4 credits each term.  
Prerequisite: for Tagalog 122, Tagalog 121. J. Wolff and staff.

A thorough grounding is given in basic speaking and listening skills with an introduction to reading.

**TAG 123 Continuing Tagalog**

Fall. 4 credits. Prerequisite: Tagalog 122 or equivalent. Satisfactory completion of Tagalog 123 fulfills the qualification portion of the language requirement.  
J. Wolff and staff.

Improves speaking skills, such as fluency and pronunciation, focusing on verbal communication skills; offers a wide range of readings; and sharpens listening skills.

**TAG 205-206 Intermediate Tagalog @**

205, fall; 206, spring. 3 credits each term.  
Prerequisites: for Tagalog 205, Tagalog 123 or equivalent; for Tagalog 206, Tagalog 205 or equivalent. Satisfactory completion of Tagalog 205 fulfills the proficiency portion of the language requirement. J. Wolff and staff.

This course develops all four skills: reading, writing, speaking, and comprehension.

**Tamil**

**Fees.** A small fee may be charged for photocopied texts for course work.

**[TAMIL 101-102 Elementary Tamil**

101, fall; 102, spring. 6 credits each term.  
Prerequisite: for Tamil 102, Tamil 101 or equivalent. Not offered 1996-97.  
M. Rodrigo.

A thorough grounding is given in all the language skills: listening, speaking, reading, and writing.]

**TAMIL 201-202 Intermediate Tamil Conversation**

201, fall; 202, spring. 3 credits each term.  
Prerequisites: for Tamil 201, Tamil 102 or permission of instructor; for 202, Tamil 201 or permission of instructor. M. Rodrigo.

Intermediate instruction in spoken grammar and verbal comprehension skills with special attention to developing technical vocabularies and other verbal skills appropriate to the students' professional fields.

**[TAMIL 203-204 Intermediate Tamil Composition**

203, fall; 204, spring. 3 credits each term.  
Prerequisites: for Tamil 203, Tamil 102 or permission of instructor; for 204, Tamil 203 or permission of instructor. Not offered 1996-97. M. Rodrigo.

A systematic review of written grammar and reading comprehension, with special attention to the technical vocabularies, necessary writing skills, and published materials typical of advanced students' professional fields.]

**Thai**

**Fees.** A small fee may be charged for photocopied texts for course work.

**THAI 101-102 Elementary Thai**

101, fall; 102, spring. 6 credits each term.  
Prerequisite: for Thai 102, Thai 101 or equivalent. Intended for beginners or students placed by examination.  
N. Jagacinski.

A thorough grounding is given in all the language skills: listening, speaking, reading, and writing.

**THAI 201-202 Intermediate Thai Reading**

201, fall; 202, spring. 3 credits each term.  
Prerequisites: for Thai 201, Thai 102; for Thai 202, Thai 201 or equivalent.  
N. Jagacinski.

**THAI 203-204 Intermediate Composition and Conversation @**

203, fall; 204, spring. 3 credits each term.  
Prerequisites: for Thai 203, Thai 102; for Thai 204, Thai 203. N. Jagacinski.

**THAI 301-302 Advanced Thai @**

301, fall; 302, spring. 4 credits each term.  
Prerequisite: Thai 202 or equivalent.  
N. Jagacinski.

Selected readings in Thai writings in various fields.

**THAI 303-304 Thai Literature**

303, fall; 304, spring. 4 credits each term.  
Prerequisite: Thai 302 or equivalent.  
N. Jagacinski.

Reading of significant novels, short stories, and poetry written since 1850.



**THAI 401-402 Directed Individual Study**  
401, fall; 402, spring. 4 credits each term.  
For advanced students or students with  
special problems or interests. Prerequisite:  
permission of instructor. N. Jagacinski.

## Ukrainian

**Fees.** A small fee may be charged for  
photocopied texts for course work.

**UKRAN 131-132 Elementary Ukrainian**  
131, fall; 132, spring. 3 credits each term.  
Prerequisite: for Ukrainian 132, Ukrainian  
131 or equivalent. This language series  
cannot be used to satisfy the language  
requirement. Not offered 1996-97.  
Covers all language skills: speaking, listening  
comprehension, reading, and writing.]

## Urdu

See listings under Hindi.

## Vietnamese

**Fees.** A small fee may be charged for  
photocopied texts for course work.

**VIET 101-102 Elementary Vietnamese**  
101, fall; 102, spring. 6 credits each term.  
Prerequisite: for Vietnamese 102,  
Vietnamese 101 or equivalent. Intended  
for beginners or students placed by  
examination. Satisfactory completion of  
Vietnamese 102 fulfills the qualification  
portion of the language requirement.  
T. Tranviet.

A thorough grounding is given in all language  
skills: listening, speaking, reading, and  
writing.

**VIET 201-202 Intermediate Vietnamese**  
201, fall; 202, spring. 3 credits each term.  
Prerequisites: for Vietnamese 201,  
Vietnamese 102 or equivalent; for  
Vietnamese 202, Vietnamese 201.  
T. Tranviet.

Continuing instruction in spoken and written  
Vietnamese.

**VIET 203-204 Intermediate Vietnamese  
Composition and Reading @**  
203, fall; 204, spring. 3 credits each term.  
Prerequisite: permission of instructor only.  
T. Tranviet.

Designed for students and "native" speakers of  
Vietnamese whose speaking and listening are  
at the advanced level, but who still need to  
improve writing and reading skills.

**VIET 301-302 Advanced Vietnamese @**  
301, fall or spring; 302, fall or spring. 4  
credits each term. Prerequisites: for  
Vietnamese 301, Vietnamese 202 or  
permission of instructor; for Vietnamese  
302, Vietnamese 301. T. Tranviet.

Continuing instruction in spoken and written  
Vietnamese; emphasis on enlarging vocabu-  
lary, increasing reading speed, and reading  
various genres and styles of prose.

**VIET 401-402 Directed Individual Study**  
401, fall; 402, spring. 2-4 credits variable  
each term. Prerequisite: permission of  
instructor. Intended for advanced  
students. T. Tranviet.  
Various topics according to need.

## Welsh

**Fees.** A small fee may be charged for  
photocopied texts for course work.

**WELSH 411 Readings in Modern Welsh**  
Fall. 2 credits. Prerequisite: permission of  
instructor. W. Harbert.

Topics are selected on the basis of student  
needs.

## Yoruba

**Fees.** A small fee may be charged for  
photocopied texts for course work.

**YORUB 121-122 Elementary Yoruba  
(also Africana Studies and Research  
Center 121-122)**

For description, see ASRC 121-122, sec. 01.

**YORUB 123-203 Continuing Yoruba (also  
Africana Studies and Research  
Center 123-203)**

For description, see ASRC 123-203, sec. 01.

## MATHEMATICS

R. Connelly, chair; G. Bailey, D. Barbasch,  
A. Berenstein, L. Billera, N. Brady, K. Brown,  
J. Cao, S. Chase, Z. Q. Chen, M. Cohen,  
R. K. Dennis, R. Durrett, E. Dynkin, C. Earle,  
R. Ehrenborg, M. Erdélyi-Szabó, J. Escobar,  
R. Farrell, L. Gross, M. Gross,  
J. Guckenheimer, A. Hatcher, D. Henderson,  
J. Hubbard, J. Hwang, P. Kahn, H. Kesten,  
B. Khousainov, D. Kozen, N. Lakić,  
G. Livesay, M. Morley, A. Nerode, K. Pilgrim,  
R. Platek, T. Rishel, O. Rothaus, A. Schatz,  
S. Sen, R. Shore, R. Sjamaar, J. Smillie,  
A. Solomon, B. Speh, M. E. Stillman,  
R. Strichartz, M. Sweedler, M. Terrell,  
R. Terrell, K. Vogtmann, L. Wahlbin,  
B. H. West, J. West, (Emeritus: J. Bramble,  
W. Fuchs, P. Oloom, L. E. Payne, A. Rosenberg)

Mathematics is the language of modern  
science; basic training in the discipline is  
essential for those who want to understand, as  
well as for those who want to take part in, the  
important scientific developments of our time.  
Acquaintance with mathematics is also  
extremely useful for students in the social  
sciences and valuable for anyone interested in  
the full range of human culture and the ways  
of knowing the universe in which we live.

The Department of Mathematics faculty has  
strong groups specializing in algebra, number  
theory, real and complex analysis, Lie groups,  
topology and geometry, logic, probability and  
statistics, mathematical physics, and applied  
mathematics. Related departments at Cornell  
have specialists in computer science,  
operations research, linear programming, and  
game theory, and courses in these topics can  
be integrated readily into the mathematics  
major.

The department offers a rich variety of  
undergraduate courses, and many of its  
beginning graduate courses are suitable for  
advanced undergraduates as well. Under  
some conditions, a student may carry out an  
independent reading and research project for  
college credit under the supervision of a  
faculty member.

Members of the department are available to  
discuss with students the appropriate course  
for their levels of ability and interest, and  
students are urged to avail themselves of this  
help.

Students who want to take any of the courses  
numbered 300 or above are invited to confer,  
before registering, with the instructor  
concerned. The level of a course is indicated  
by the first digit of the course number:  
roughly, 1, 2, indicate underclass courses; 3, 4,  
upperclass courses; 5, 6, graduate courses.  
The subject matter of courses is often  
indicated by the second digit: 0, general; 1, 2,  
analysis; 3, 4, algebra; 5, 6, topology and  
geometry; 7, probability and statistics; 8, logic;  
9, other.

Midterm grades, when required, will be S or U  
only, except in special circumstances. In all  
600-level courses, all grades will be S-U only,  
with the exception of 690. In courses with  
numbers below 600, students will receive  
letter grades, with the exception of non-  
mathematics majors who have requested an  
S-U grade.

## Advanced Placement

Secondary school students are strongly urged  
to take one of the two advanced placement  
examinations of the College Entrance  
Examination Board in their senior year.  
Freshmen who have had some calculus but  
who have not taken an advanced placement  
examination should take the placement  
examination in mathematics offered at Cornell  
just before the beginning of classes in the fall.  
It is most important that anyone with any  
knowledge of calculus carefully read  
"Advanced Placement," p. 5.

## The Major

The mathematics major adapts to a number of  
purposes. It can emphasize the theoretical or  
the applied. It can be appropriate for  
professionals and nonprofessionals alike. It  
can be broad or narrow. Questions concern-  
ing the major should be brought to a  
departmental representative.

Prerequisites: The traditional prerequisites are  
Mathematics 221-222 or 293-294. A unit on  
infinite series is required. Such a unit is  
offered in Mathematics 112, 122, and 192.  
Normally students will be admitted to the  
major only when they have grades of B- or  
better in all sophomore-level mathematics  
courses they have taken. Alternative  
prerequisites are Mathematics 213, 231,  
normally with grades of B+ or better.

## Requirements

There are five requirements for the major:

- 1) Computer Science 100. Students are  
urged to take this course before the end  
of the sophomore year.
- 2) Two courses in algebra. Eligible courses  
are Mathematics 431 or 433, 432 or 434 or  
332, 336.
- 3) Two courses in analysis. Eligible courses  
are Mathematics 321, 411 or 413, 412 or  
414, 418, 420, 422, 423, 427, 428.
- 4) Further high-level mathematical courses.  
Any one of the following is sufficient:

- a) four additional Mathematics courses numbered 300 or above.
- b) (Concentration in Computer Science)
  - five additional courses from i) and ii) below, of which at least one is from i) and three are from ii)
    - i) Mathematics courses numbered 300 or above
    - ii) Computer Science courses numbered 310 or above
- c) (Concentration in Operations Research)
  - five additional courses from iii) and iv) below, of which at least one is from iii) and three are from iv)
    - iii) Mathematics courses numbered 300 or above
    - iv) courses in Operations Research and Industrial Engineering, typically out of 320-361 (excluding 350) and/or out of 431-472.

These three alternatives do not exhaust the possibilities. For example, one very frequent double major is Economics/Math, in which case a suitable individual program can be put together in consultation with the student's adviser.

- 5) One course dealing with mathematical models. Any course from outside mathematics with serious mathematical content and dealing with scientific matters, provided the course has not been used toward satisfying the previous requirement, e.g., Physics 208, 213, or 217 (but not 112 or 207), or Computer Science 211 (if Computer Science option not used above). Students may consider courses from biology, chemistry, economics, and other fields; they should consult their adviser.

A course may be counted toward the mathematics major only if a grade of C- or better is received for that course.

Major advisers can alter these requirements upon request of an advisee, provided the intent of the requirements is met. (The requirements for Mathematics majors declared before July 1, 1994 are slightly different from what is stated here, particularly in respect to Requirement 4).

### Honors Program

The Department of Mathematics awards honors (cum laude) and high honors (magna cum laude and summa cum laude) to graduating mathematics majors who have demonstrated outstanding ability in the major program.

The awards are determined by the Mathematics Major Committee in the latter part of the semester prior to graduation. Normally, one requirement for honors is participation in the Honors Seminar (Math 401) for one semester, or independent study at a high performance level. The committee will also be looking for excellent performance in mathematics courses, particularly in challenging courses at the 400-level or beyond. Students interested in honors should consult their major advisers concerning suitable courses.

To be considered for high honors, a student usually will be expected to write a Senior Thesis, and present it orally to the department. This project is carried out during the senior year under the supervision of a member of the Mathematics department faculty. Students interested in high honors should consult their major advisers and the Mathematics major director during the second semester of their junior year.

### Teacher Education in Science and Mathematics (TESM)

Students at Cornell may pursue teaching credentials in biology, chemistry, earth science, general science, mathematics, and physics. TESM is a university program jointly conducted by the departments of education and mathematics. Although TESM offers options for undergraduate and graduate study, most students enroll in a five-year program, which combines an undergraduate major in mathematics or one of the sciences with a one-year Master of Arts in Teaching (MAT). Students from any college at Cornell are eligible to apply to the program as undergraduates. Students who complete their undergraduate studies and their student teaching are eligible for provisional teaching certification from the State Education Department, effective for five years. Students completing the graduate program can earn the master's degree required for permanent certification.

For more information, contact the TESM Student Support Specialist at 255-9255 or the program coordinator, D. Trumbull (Education) 255-3108 or, in Mathematics, A. Solomon 255-3894.

### Distribution Requirement

Virtually all Mathematics courses can be used to satisfy the Group 4a (Mathematics or Computer Science) Distribution Requirement I (for students through the class of 1995) or the Quantitative and Formal Reasoning part of Distribution Requirement II (beginning with students in the class of 1996). Explicit exceptions are noted in the beginning of the Arts and Sciences section of the Courses of Study.

### Basic Sequences

#### Precalculus

Description	Course Numbers
1) Algebra and trigonometry to prepare students for calculus	Mathematics 109* or Agriculture and Life Sciences 5*
2) Algebra, analytic geometry, elements of calculus	Agriculture and Life Sciences 115**

\*Mathematics 109 and ALS 5 do not carry credit for graduation.

\*\*Students who want a second semester of mathematics after ALS 115 may take Mathematics 105 or if they need more calculus, 111.

### Calculus

Description	Mathematics Course Numbers
1) Standard three-semester sequence for students who do not expect to take advanced courses in mathematics	111-112-213
2) Calculus for engineers (also taken by some physical science majors)	191(193)-192-293-294
3) Prospective mathematics majors and others who expect to take advanced courses in mathematics: many sequences are possible. For example, 111-112-221-222; or 121-122-221-222; or the engineering sequence 191(193)-192-293-294; or a mix of the above. There is no specifically "approved" basic sequence for mathematics majors. Students should consult with their advisers for each individual case.	

Mathematics 191 or 193 may be substituted for 111 in sequences 1 and 3. Sequences 2 and 3 are two-year sequences that include some linear algebra.

Students who take sequence 1 may learn some linear algebra by taking Mathematics 231. A student whose performance in 112 is exceptional may switch to sequence 3 and take 221.

### Special-Purpose Sequences

Description	Mathematics Course Numbers
1) Finite mathematics and calculus for biology majors	105-106
2) Other possible finite mathematics and calculus sequence	105-111

Students who want to take two semesters of calculus are advised to take the first two semesters of one of the three calculus sequences. It is also possible to follow Mathematics 106 with 112 or 122.

*Switching between calculus sequences is often difficult, especially at the 200 level. Students should not attempt such a switch without consulting the associate chair.*

### Courses with Overlapping Content

Because the department offers many courses with overlapping content, students must choose their courses carefully to ensure that they will receive credit for each course they take. Listed below are groups of courses with similar content. Students will receive credit for only one of the courses in each group.

106, 111, 191, 193	213 and 294
112, 122, and 192	213 and 222
	221, 293, and 231
	332 and 432
	336 and 436
	321 and 420

### Fees

In some courses there may be a small fee for computer lab use or for photocopying materials to be handed out to students.

## Undergraduate Course Offerings

Foundation courses: 105, 106, 109, 111, 112, 121, 122, 123, 191, 192, 193, 213, 221, 222, 293, 294

History of Mathematics: 101, 403

General Courses: 103, 150, 181, 401, 405, 408, 490, 508, 690

Analysis: 411, 412, 413, 414, 418

Applied Mathematics and Differential Equations: 321, 420, 422, 423, 425, 427, 428

Algebra: 231, 332, 336, 431, 432, 433, 434, 436

Geometry and Topology: 150, 356, 451, 452, 453, 454, 455

Probability and Statistics: 171, 471, 472, 474

Mathematical Logic: 181, 481, 483, 486, 487

### MATH 101 History of Mathematics #

Summer. 4 credits. Prerequisite: three years of high school mathematics. The history of the main ideas of mathematics from Babylonian, Egyptian, and Greek times to the present day.

### MATH 103 Mathematical Explorations

Fall, spring, or summer. 3 credits. This course may be used to satisfy the distribution requirement in mathematics. This course is for students who wish to experience how mathematical ideas naturally evolve. The homework will consist of the students actively investigating mathematical ideas. The course will emphasize ideas and imagination as opposed to techniques and calculations. Topics will vary depending on the instructor. Some assessment will be done through writing assignments.

### MATH 105 Finite Mathematics for Biologists

Fall or summer. 3 credits. Prerequisite: three years of high school mathematics, including trigonometry and logarithms. Mathematical modeling, sets, functions, and graphing (including use of log and semi-log paper). Probability (with some applications to genetics). Matrices, systems of linear equations, and Markov chains. Examples from biology are used.

### MATH 106 Calculus for Biologists

Spring or summer. 3 credits. Prerequisite: Mathematics 105 or 109 or ALS 115 or permission of instructor. (A strong background in functions is required.) Mathematics 111, rather than 106, is recommended for those planning to take 112.\*

Introduction to differential and integral calculus, partial derivatives, elementary differential equations. Examples from biology are used.

### MATH 109 Precalculus Mathematics

Summer. 3 transcript credits only; cannot be used toward graduation. This course is designed to prepare students for Mathematics 111. Algebra, trigonometry, logarithms, and exponentials are reviewed.

### MATH 111 Calculus

Fall, spring, or summer. 4 credits. Limited to 22 students a section. Prerequisite: Mathematics 109 or three years of high school mathematics, including trigonometry.\*

Plane analytic geometry, differentiation and integration of algebraic and trigonometric functions, applications of differentiation, logarithmic and exponential functions. It is expected that a few sections of this course will be taught using graphing calculators.

### MATH 112 Calculus

Fall, spring, or summer. 4 credits. Limited to 22 students a section. Prerequisites: Mathematics 106 or 111 with a grade of C or better. Those who do well in Mathematics 111 should take 122 instead of 112, unless they plan to continue with 213.\*

Methods and applications of integration, plane curves and polar coordinates, vectors and solid analytic geometry, infinite series. It is expected that a few of the sections of this course will be special project oriented sections.

### MATH 121 Honors Calculus

Fall. 4 credits. Limited to 22 students per section. Prerequisite: Three years of high school mathematics, including calculus or permission of the department. This is a first-semester honors course in calculus intended for students who have had calculus in high school. The course material will be the same as that in Math 111, but it will be covered in greater depth.

### MATH 122 Honors Calculus

Fall or spring. 4 credits. Prerequisite: one semester of calculus with a high performance or permission of the department. Students planning to continue with Mathematics 213 are advised to take 112 instead of this course.\*

Differentiation and integration of elementary transcendental functions, the techniques of integration, applications, polar coordinates, infinite series, and complex numbers, as well as an introduction to proving theorems. The approach is more theoretical than in Mathematics 112.

### MATH 123 Analytic Geometry and Calculus

Summer. 4 credits. Prerequisite: High school mathematics through trigonometry and plane analytic geometry. The honors section of Math 111. Covers the same topics more deeply (at the level of Apostol's *Calculus*).

### MATH 150 From Space to Geometry

Fall. 3 credits. Over the centuries mathematicians have interpreted the concept of "space" in numerous ways. This course will survey some of these approaches from the time of Euclid to the later perspective of non-Euclidean systems. We will evaluate the impact of these viewpoints on such concepts as distance, angle measurement, straightness and curvature, dimension, and surface. We will make and analyze models to get a feel for the concepts and to assess the relevance of various approaches to geometry.

### MATH 171 Statistical Theory and Application in the Real World

Fall, spring, or summer. 4 credits. Prerequisites: high school mathematics. This introductory statistics course will discuss techniques for analyzing data occurring in the real world and the mathematical and philosophical justification for these techniques. Topics include population and sample distributions, central limit theorem, and statistical theories of point estimation, confidence intervals, and testing hypotheses, the linear model, and the least squares estimator. The course concludes with a discussion of tests and estimates for regression and analysis of variance (if time permits). The computer will be used to demonstrate some aspects of the theory, such as sampling distributions and the Central Limit Theorem. In the lab portion of the course, students will learn and use computer-based methods for implementing the statistical methodology presented in the lectures. (No previous familiarity with the computer is presumed.)

### MATH 181 Elementary Logic and Formal Proof

Fall. 3 credits. Prerequisite: high school mathematics. The course will explore, from an elementary viewpoint, several topics selected by the instructor from the following list: sets and relations, mathematical induction, cardinal numbers and the notion of infinity, formal and informal proofs and their roles in mathematics and computer science, introduction to mathematical logic, applications of formal logic to world problems and puzzles. The course is designed for liberal arts students, including those who may be "math-averse." Rather than providing a systematic treatment of formal logic, it attempts to instill an appreciation for mathematics and its uses, as well as some understanding of the process by which intuitive notions are developed into precise mathematical statements.

### MATH 191 Calculus for Engineers

Fall. 4 credits. Prerequisite: three years of high school mathematics, including trigonometry.\* Plane analytic geometry, differential and integral calculus, and applications.

### MATH 192 Calculus for Engineers

Fall, spring, or summer. 4 credits. Prerequisite: Mathematics 191 or 193.\* Methods of integration, polar coordinates, complex numbers, infinite series. Introduction to physical vectors and calculus of functions of several variables.

### MATH 193 Calculus for Engineers

Fall, spring, or summer. 4 credits. Prerequisite: three years of high school mathematics including trigonometry, plus some knowledge of calculus. Plane analytic geometry, differential and integral calculus, and applications. Mathematics 193 covers essentially the same topics as 191, but is designed for students with some previous successful experience with calculus.

### MATH 213 Calculus

Fall or spring. 4 credits. Prerequisite: Mathematics 112, 122, or 192.\* Vectors, vector-valued functions, line integrals. Multivariable calculus, multiple integrals. First- and second-order differential equations with

\*See the list of courses with overlapping content at the end of the introduction.

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\*See the list of courses with overlapping content at the end of the introduction.

applications. Introduction to numerical methods, series solutions, systems of differential equations, elementary partial differential equations.

**MATH 221 Linear Algebra and Calculus**

Fall, spring, or summer. 4 credits.

Prerequisite: two semesters of calculus with a grade of B or better, or permission of instructor.\*

Linear algebra and differential equations. Topics include vector algebra, linear transformations, matrices, linear differential equations, as well as an introduction to proving theorems.

**MATH 222 Calculus**

Fall or spring. 4 credits. Prerequisite: Mathematics 221.\*

Vector differential calculus, calculus of functions of several variables, multiple integrals.

**MATH 231 Linear Algebra**

Spring. 3 credits. Prerequisite: Mathematics 111 or equivalent.\*

Vectors, matrices, and linear transformations, affine and Euclidean spaces, transformation of matrices, and eigenvalues.

**MATH 281 Formal Logic (also Philosophy 331)**

For description, see Philosophy 331.

**MATH 293 Engineering Mathematics**

Fall, spring, or summer. 4 credits.

Prerequisites: Mathematics 192 plus a knowledge of computer programming equivalent to that taught in Engineering Common Courses 100.\*

Introduction to ordinary differential equations, systems of ordinary linear differential equations. Vector fields and vector calculus. May include computer use in problem solving.

**MATH 294 Engineering Mathematics**

Fall, spring, or summer. 4 credits.

Prerequisite: Mathematics 293.\* (Beginning spring 1997).

Introduction to partial differential equations, Fourier series, and boundary value problems, with applications. Matrix theory and linear algebra, inner product spaces. May include computer use in solving problems.

**MATH 321 Applicable Analysis**

Spring. 4 credits. Prerequisites: Mathematics 294, or 221 and 222, or 213 and 231.

Graduate students who need mathematics extensively in their work and who have had solid courses in calculus and complex variables should take Mathematics 515-516. With less preparation they should take Mathematics 420 (or 321)-422-423.\* (This course was formerly Mathematics 421 and has a substantial overlap with MATH 420.)

A survey of some of the mathematical techniques that are of primary use in applications to the physical sciences and engineering. The primary mathematical tool explored in harmonic analysis, including Fourier Series, Fourier Integral, Laplace Transform. The applications will be principally to boundary value problems for ordinary and partial differential equations. Moderately advanced mathematics will be used but explained as the course progresses at an elementary level. Much of the formal

mathematical material missing in applied courses (e.g., uniform convergence, dominated convergence, complete orthonormal sets) will be thoroughly explained in the course and at the working level.

**MATH 332 Algebra and Number Theory**

Fall. 4 credits. Prerequisites: one year of calculus and one course from Mathematics 221, 231, and 294. Mathematics 332 does not satisfy prerequisites for courses numbered 500 and above.\*

Various topics from modern algebra and number theory, usually including rings, fields, and finite groups. Motivation and examples are derived mostly from geometry, arithmetic, and congruence problems on the integers.

**MATH 336 Applicable Algebra**

Spring. 4 credits. Prerequisites: Mathematics 221, 294, or 231.

An introduction to concepts and methods of abstract algebra that are of importance in science and engineering. Applications of the theory to concrete problems will be stressed. Each year the course will treat aspects usually chosen from the following topics: partially ordered sets, lattices, graph theory, and Boolean algebras; finite machines and languages; applications of groups, fields, and modular arithmetic, such as Latin squares, elementary coding theory, or fast Fourier transform; difference equations. Additional topics may be chosen by the instructor.

**MATH 356 Groups and Geometry**

Spring. 4 credits. Prerequisites: Math 221-222, or Math 293-294.

Groups were introduced in the nineteenth century as the set of symmetries of an algebraic or geometric object, and this viewpoint is a central one in modern mathematics. This course studies Euclidean and non-Euclidean (especially hyperbolic) geometry in terms of the groups of symmetries of the relevant spaces. Prior knowledge of groups is not a prerequisite. One aim is to give students experience in modern algebra and geometry (including the geometry of complex numbers) and a sense of the unity of mathematics before they take the 400-level courses. Special care is taken in learning to write proofs. Groups of transformations. Subgroups and cosets. Homomorphisms and isomorphisms. Orbits and fixed points. Frieze groups and wallpaper groups and associated tessellations of the Euclidean plane. Geometry and trigonometry of the hyperbolic plane. Tessellations of the hyperbolic plane.

**MATH 401 Honors Seminar: Topics in Modern Mathematics**

Spring. 4 credits.

This course is a participatory seminar primarily aimed at introducing senior and junior mathematics majors to some of the challenging problems and areas of modern mathematics. The seminar will help students develop research and expository skills in mathematics, which is important for careers in any field that makes significant use of the mathematical sciences (i.e., pure or applied mathematics, physical or biological sciences, business and industry, medicine). The content will vary from year to year.

**MATH 403 History of Mathematics #**

Spring. 4 credits. Prerequisites: two courses in mathematics above 300, or permission of instructor.

Survey of the development of mathematics from antiquity to the present, with an emphasis on the achievements, problems, and mathematical viewpoints of each historical period and the evolution of such basic concepts as number, geometry, construction, and proof. Readings from original sources in translation. Students will be required to give oral and written reports.

**[MATH 405 Mathematical Exposition**

Fall. 3 credits. Not offered 1996-97.

Expected to be offered 1997-98.

A seminar in mathematics and its applications to other fields. Students are asked to have had at least two years of college-level mathematics. Course work will consist of discussions, written projects, and student talks. The content of these discussions, projects, and talks will vary, to be determined by the instructor in consultation with the students.]

**MATH 408 Mathematics in Perspective**

Spring. 4 credits. Prerequisite: consent of instructor (intended for senior mathematics majors and other students with strong mathematics backgrounds).

The purpose of this course is for students to step back and to form an overview of the mathematics they have learned.

**MATH 411-[412] Introduction to Analysis**

411, fall; 412, spring. 4 credits. [412 Not offered 1996-97; expected to be offered 1997-98.] Prerequisite: Mathematics 222. Prerequisite for Mathematics 412: 411 or 413. Students who need measure theory and Lebesgue integration for advanced probability courses should take Mathematics 413-414 or arrange to audit the first few weeks of Mathematics 521. Undergraduates who plan to attend graduate school in mathematics should take 413-414.

An introduction to the theory of functions of real variables, stressing rigorous logical development of the subject rather than technique of applications. Topics include Euclidean spaces, the real number system, continuous and differentiable functions, Riemann integral, uniform convergence and approximation theorems, Fourier series, calculus in several variables, and differential forms.

**MATH 413-414 Introduction to Analysis**

413, fall; 414, spring. 4 credits each.

Prerequisite: Mathematics 222. Prerequisite for Mathematics 414: Mathematics 413.

Honors version of Mathematics 411-412. 413 proceeds at a faster pace than 411. The second semester includes an introduction to the Lebesgue integral.

**MATH 418 Introduction to the Theory of Functions of One Complex Variable**

Spring. 4 credits. Prerequisite: Mathematics 222 or 294 or 213. May be offered only in alternate years.

A rigorous introduction to complex variable theory. Complex numbers. Differential and integral calculus for functions of a complex variable, including Cauchy's theorem and the calculus of residues. Elements of conformal mapping.

\*See the list of courses with overlapping content at the end of the introduction.

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**MATH 420 Applicable Analysis**

Fall or spring. 4 credits. Prerequisites: high level of performance in Mathematics 294; or 221 and 222; or permission of instructor. Graduate students who need mathematics extensively in their work and who have had solid courses in calculus and complex variables should take Mathematics 515–516. With less preparation they should take Mathematics 420 (or 321)–422–423.\*

Ordinary differential equations in one and higher dimensions: qualitative, analytic, and numerical methods, with physical applications. Some important partial differential equations (heat equation, wave equation, and vibrating membrane) and their connections with Fourier series and the Laplacian. Vector calculus and Stokes Theorem, with applications to electromagnetism. Mathematics 420 has substantial overlapping content with Mathematics 321, but more strongly emphasizes the mathematical properties of solutions of ordinary differential equations and the approximation to such solutions by numerical and computer methods.

**MATH 422 Applicable Analysis**

Fall or spring. 4 credits. Prerequisite: Mathematics 420 or 321.

Complex variables, Fourier transforms, Laplace transforms. Additional topics may include: An introduction to generalized functions. Applications to partial differential equations.

**MATH 423 Applicable Analysis**

Spring. 4 credits. Prerequisite: Mathematics 420 or 321; however, students who have not taken 422 should talk to the instructor before taking this course.

Normed vector spaces. Elementary Hilbert space theory. Projections. Fredholm's alternative. Eigenfunction expansions. Applications to elliptic partial differential equations and to integral equations.

**MATH 425 Numerical Solutions of Differential Equations**

Spring. 4 credits. Prerequisites: Mathematics 222 or 294, one course numbered 300 or higher in mathematics, or permission of instructor.

Methods and basic theory for the numerical solution of ordinary and partial differential equations. Linear multistep methods, Runge-Kutta methods, and the problem of stiffness for ordinary differential equations. Finite difference methods and Galerkin finite element methods for partial differential equations. Homework will involve use of a computer.

**MATH 427 Introduction to Ordinary Differential Equations**

Fall. 4 credits. Prerequisite: Mathematics 222 or 294 or permission of instructor.

Covers the basic existence, uniqueness, and stability theory together with methods of solution and methods of approximation. Topics include singular points, series solutions, Sturm-Liouville theory, transform methods, approximation methods, and application to physical problems.

**MATH 428 Introduction to Partial Differential Equations**

Spring. 4 credits. Prerequisite: Mathematics 222 or 294 or permission of instructor.

Topics selected from first-order quasilinear equations, classification of second-order equations, with emphasis on maximum principles, existence, uniqueness, stability. Fourier series methods, approximation methods.

**MATH 431–432 Introduction to Algebra**

431, fall or spring; 432, spring. 4 credits each. Prerequisite: Mathematics 221 or 231. Prerequisite for Mathematics 432: Mathematics 431 or 433. Undergraduates who plan to attend graduate school in mathematics should take 433–434.\*

431: An introduction to linear algebra, including the study of vector spaces, linear transformations, matrices, and systems of linear equations; quadratic forms and inner product spaces; canonical forms for various classes of matrices and linear transformations; determinants. 432: an introduction to various topics in abstract algebra, including groups, rings, fields, factorization of polynomials and integers, congruences, and the structure of finitely generated modules over Euclidean domains with application to canonical forms of matrices.

**MATH 433–434 Introduction to Algebra**

433, fall; 434, spring. 4 credits each. Prerequisite: Mathematics 221 or 231. Prerequisite for Mathematics 434: Mathematics 433.

Honors version of Mathematics 431–432. Mathematics 433–434 will be more theoretical and rigorous than 431–432 and will include additional material such as multilinear and exterior algebra.

**MATH 436 Applications of Abstract Algebra**

Spring. 4 credits. Prerequisites: Linear algebra (Math 231 or higher); Math 336 is not a prerequisite; familiarity with elementary algebra or number theory such as Math 332 would be helpful.

The course is intended for students who would like to learn modern algebra and its applications outside of mathematics. There will be at least as much emphasis on applications as the relevant modern algebra. Frequently, the applications involve or were made possible by the advent of computers. Students who already know the modern algebra covered in the course may still find the applications to be of interest. Specific topics will be chosen by the instructor. The algebra typically includes items drawn from: elementary number theory, polynomials and ring theory, monoids and group theory, real closed fields, algebraic combinatorics, Groebner bases, algebraic geometry, field theory. The applications and related topics typically include items drawn from: complexity theory, coding theory, encryption, discrete and fast Fourier transform, primality testing, factoring integers and polynomials, root counting and isolation, solving systems of polynomial equations, formal language theory and automata.

Math 336 and 436 may overlap in choice of material. Where they overlap, the coverage in Math 436 will be of greater depth appropriate

to a 400-level course. Students cannot get credit for both Math 336 and Math 436.

**MATH 451 Euclidean and Spherical Geometry**

Fall. 4 credits. Prerequisite: Mathematics 221 or 231 or permission of instructor.

Topics from Euclidean and spherical (non-Euclidean) geometry. A non-lecture, seminar-style course organized around student participation.

**MATH 452 Classical Geometries**

Spring. 4 credits. Prerequisites: Mathematics 221 or its equivalent.

This is an introduction to hyperbolic, spherical, and projective geometry—the classical geometries that developed as Euclidean geometry was better understood. For example, the historical problem of the independence of Euclid's fifth postulate is understood when the existence of the hyperbolic plane is realized. Straightedge (and compass) constructions and stereographic projection in Euclidean geometry can be understood within the structure of projective geometry. Topics in hyperbolic geometry include models of the hyperbolic plane and relations to spherical geometry. Topics in projective geometry include homogeneous coordinates and the classical theorems about conics and configurations of points and lines. Optional topics include principles of perspective drawing, finite projective planes, orthogonal Latin squares, and the cross ratio.

**MATH 453 Introduction to Topology**

Fall. 4 credits. Prerequisites: Mathematics 411 and 221, or permission of instructor.

Basic point set topology, connectedness, compactness, metric spaces, fundamental group. Application of these concepts to surfaces such as the torus, the Klein bottle, the Moebius band.

**MATH 454 Introduction to Differential Geometry**

Spring. 4 credits. Prerequisites: Mathematics 222 or 294, plus at least one mathematics course numbered 300 or above. Mathematics 453 is not a prerequisite.

Differential geometry of curves and surfaces. Curvature, geodesics, differential forms. Introduction to  $n$ -dimensional Riemannian manifolds. This material provides some background for the study of general relativity; connections with the latter will be indicated.

**[MATH 455 Applicable Geometry**

Fall. 4 credits. Not offered 1996–97. Expected to be offered 1997–98.

In general, this course will cover various applicable topics to be chosen from among the geometry of convex bodies, polyhedra, algebraic curves and surfaces, rigid polyhedra, crystallographic patterns, projections and similar topics. Computational aspects of geometry will be included where appropriate.]

**MATH 471 Basic Probability**

Fall. 4 credits. Prerequisite: Mathematics 221. May be used as a terminal course in basic probability. Intended primarily for those who will continue with Mathematics 472.

Topics include combinations, important probability laws, expectations, moments, moment-generating functions, limit theorems. Emphasis is on diverse applications and on development of use in statistical applications. See also the description of Mathematics 571.

\*See the list of courses with overlapping content at the end of the introduction.

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**MATH 472 Statistics**

Spring. 4 credits. Prerequisite: Mathematics 471 and knowledge of linear algebra such as taught in Mathematics 221. Some knowledge of multivariate calculus helpful but not necessary.\*

Classical and recently developed statistical procedures are discussed in a framework that emphasizes the basic principles of statistical inference and the rationale underlying the choice of these procedures in various settings. These settings include problems of estimation, hypothesis testing, large sample theory.

**MATH 474 Basic Stochastic Processes**

Spring. 4 credits. Prerequisites: Mathematics 471 or equivalent and knowledge of linear algebra such as taught in Mathematics 221.

This is a second-semester undergraduate course on probability. It covers topics from renewal theory, martingales, discrete and continuous time Markov chains, Brownian motion and related diffusion processes, and applications to queuing theory and finance. Theoretical as well as applied aspects of the subject will be emphasized.

**MATH 481 Mathematical Logic (also Philosophy 431)**

Spring. 4 credits. Prerequisite: Mathematics 221.

Propositional and predicate logic. Classical proof procedures. Completeness and compactness. Decidability and undecidability. The Godel incompleteness theorem. Elements of set theory.

**[MATH 483 Intensional Logics and Alternatives to Classical Logics (also Philosophy 436)]**

Not offered 1996-97.

For description, see PHIL 436.]

**MATH 486 Applied Logic (also COM S 486)**

Spring. 4 credits. Prerequisites: Mathematics 222 or 294; COM S 100, and some additional course in mathematics or theoretical computer science. 2 lects, 1 lab to be arranged.

Propositional and predicate logic; compactness and completeness by tableaux, natural deduction, and resolution. Equational logic. Herbrand Universes and unification. Rewrite rules and equational logic, Knuth-Bendix method and the congruence-closure algorithm and 1-calculus reduction strategies. Topics in Prolog, LISP, ML, or Nuprl. Applications to expert systems and program verification.

**[MATH 487 Applied Logic II]**

Spring. 4 credits. Not offered 1996-97.

Expected to be offered 1997-98. Prerequisite: Mathematics 221 or equivalent.

Intuitionistic propositional and predicate logic. Natural deduction and tableaux as proof procedures. Curry partial application structures. Their polynomial extensions as lambda calculi. Typed and untyped lambda calculi, cartesian closed categories. Heyting semantics of constructions as interpretations in partial combinatory structures, Kleene realizabilities. Curry-Howard isomorphisms. Intuitionistic first order arithmetic and Godel's system T. Intuitionistic higher order logic and polymorphism. Weak and strong normalizations for simple and polymorphic calculi. Application to consistency proofs. Term

extraction as the context for understanding compilers and interpreters for applicative languages such as LISP, NUPRL, MIRANDA, etc.]

**MATH 490 Supervised Reading and Research**

Fall, spring, or summer. 1-6 credits.

Supervised reading and research by arrangement with individual professors. Not applicable for material currently available in regularly scheduled courses.

**Graduate Courses**

Students interested in taking graduate courses in mathematics should consult the department for further course details, times, and possible changes in courses as described below.

**MATH 508 Mathematics for Secondary School Teachers**

Spring or summer. 1-6 credits. Prerequisite: secondary school mathematics teacher, graduate standing, or permission of instructor. May not be taught every semester.

An examination of the principles underlying the content of the secondary school mathematics curriculum, including connections with the history of mathematics and current mathematics research.

**MATH 511-512 Real and Complex Analysis**

511, fall; 512, spring. 4 credits each.

511: measure and integration, functional analysis. 512: complex analysis, Fourier analysis, and distribution theory.

**MATH 513-514 Topics in Analysis**

513, fall; 514, spring. 4 credits each.

**MATH 515-516 Mathematical Methods in Physics**

515, fall; 516, spring. 4 credits each.

Intended for graduate students in physics or related fields who have had a strong advanced calculus course and at least two years of general physics. A knowledge of the elements of finite dimensional vector space theory, complex variables, separation of variables in partial differential equations, and Fourier series will be assumed. The course overlaps with parts of Mathematics 321-422-423. Undergraduates will be admitted only with permission of instructor. Mathematics 515 is a prerequisite for 516.

Topics designed to give a working knowledge of the principal mathematical methods used in advanced physics. A brief discussion of some basic notions: metric space, vector space, linearity, continuity, integration. Generalized functions (Schwartz distributions). Fourier series and Fourier integrals. Saddle point method. Linear operators. Differential operators and integral operators, the equations and eigenvalue problems connected with them and the special functions arising from them. Elements of group theory. The rotation group and its representations.

**[MATH 517 Dynamical Systems]**

Spring. 4 credits. Not offered 1996-97.

Expected to be offered 1997-98.

Topics: Existence and Uniqueness Theorems for ODEs. Poincaré-Bendixon theorem and global properties of two dimensional flows. Limit sets, non-wandering sets, chain recurrence, pseudo-orbits and structural stability. Linearization at equilibrium points: stable manifold theorem and the Hartman-

Grobman theorem. Generic properties: transversality theorem and the Kupka-Smale theorem. Examples: expanding maps and Anosov diffeomorphisms. Hyperbolicity: the horseshoe and the Birkhoff-Smale theorem on transversal homoclinic orbits. Rotation numbers: Herman's theorem. Characterization of structurally stable systems.]

**[MATH 518 Smooth Ergodic Theory]**

4 credits. Not offered 1996-97. Expected to be offered 1997-98.

Topics: Invariant measures. Entropy. Hausdorff dimension and related concepts. Hyperbolic invariant sets: Stable manifolds, Markov partitions and symbolic dynamics. Equilibrium measures of hyperbolic attractors. Ergodic theorems. Pesin theory: stable manifolds of non-hyperbolic systems. Liapunov exponents: relations between entropy, exponents and dimensions.]

**MATH 519-520 Partial Differential Equations**

519, fall; 520, spring. 4 credits each.

Basic theory of partial differential equations.

**MATH 521 Measure Theory and Lebesgue Integration**

Fall. 4 credits.

Measure theory, integration, and  $L_p$  spaces.

**MATH 522 Applied Functional Analysis**

Spring. 4 credits.

Basic theory of Hilbert and Banach spaces and operations on them. Applications.

**MATH 531-532-[534] Algebra**

531, fall; 532, spring; [534, not offered 1996-97.] 4 credits each.

531: finite groups, field extensions, Galois theory, rings and algebras, tensor and exterior algebra. 532: Wedderburn structure theorem, Brauer group, group cohomology, 534: Dedekind domains, primary decomposition, Hilbert basis theorem, local rings.

**MATH 537 Analytic Number Theory**

Fall. Prerequisites: Math 511, 521, 431.

Topics: The Prime Number Theorem. Primes in Arithmetic Progressions. The Large Sieve and Some of its Applications.

**MATH 549 Lie Algebras**

Fall. 4 credits.

Nilpotent, solvable and reductive Lie algebras. Enveloping algebras. Root systems, Coxeter groups. Classification of simple algebras.

**[MATH 550 Lie Groups]**

Spring. 4 credits. Not offered 1996-97.

Expected to be offered 1997-98.

Topological groups, Lie groups. Relation between Lie groups and Lie algebras. Exponential map, homogeneous manifolds. Invariant differential operators.]

**MATH 551 Introductory Algebraic Topology**

Spring. 4 credits.

Fundamental group and covering spaces. Homology theories for complexes and spaces.

**MATH 552-553 Differentiable Manifolds**

552, fall; 553, spring. Prerequisites:

advanced calculus, linear algebra (Mathematics 431), point set topology (Mathematics 453). This is an introduction to differential geometry and differential topology at the level of the beginning graduate student.

Topological manifolds. Smooth manifolds, immersions and embeddings, tangent bundles, fiber bundles, vector fields and dynamical

\*See the list of courses with overlapping content at the end of the introduction.

systems, Frobenius' theorem. Lie groups. Integration on manifolds, differential forms. Stokes theorem. Connections, Riemannian manifolds, geodesics, curvature, Gauss-Bonnet theorem. Tubular neighborhoods, transversality and cobordism.

**[MATH 561 Geometric Topology]**

Fall. 4 credits. Not offered 1996-97. Expected to be offered 1997-98.

An introduction to some of the more geometric aspects of topology and its connections with group theory. Possible topics: surface theory, 3-manifolds, knot theory, geometric and combinatorial group theory, hyperbolic groups, hyperbolic manifolds.]

**[MATH 562 Riemannian Geometry]**

Spring. 4 credits. Not offered 1996-97. Expected to be offered 1997-98.

Linear connections, Riemannian metrics and parallel translation. Covariant differentiation and curvature tensors. The exponential map, the Gauss Lemma and completeness of the metric. Isometries and space forms, Jacobi fields and the theorem of Cartan-Hadamard. The first and second variation formulas. The index form of Morse and the theorem of Bonnet-Myers. The Rauch, Hessian, and Laplacian comparison theorems. The Morse index theorem. The conjugate and cut loci. Submanifolds and the Second Fundamental form.]

**MATH 571-572 Probability Theory**

571, fall; 572, spring. 4 credits each. Prerequisite: a knowledge of Lebesgue integration theory, at least on the real line. Students can learn this material by taking parts of Mathematics 413-414 or 521. Prerequisite for Mathematics 572: Mathematics 571.

Properties and examples of probability spaces. Sample space, random variables, and distribution functions. Expectation and moments. Independence, Borel-Cantelli lemma, zero-one law. Convergence of random variables, probability measures, and characteristic functions. Law of large numbers. Selected limit theorems for sums of independent random variables. Markov chains, recurrent events. Ergodic and renewal theorems. Martingale theory. Brownian motion and processes with independent increments.

**MATH 574-575 Introduction to Mathematical Statistics**

574, spring; 575, fall. 4 credits each. Prerequisites: Mathematics 571 or permission of instructor.

574: Topics include an introduction to the theory of point estimation, consistency, efficiency, sufficiency, and the method of maximum likelihood. Convexity and basic concepts of decision theory are introduced. Concepts of sequential methods may be discussed. 575: The classical theory of optimal tests of hypotheses and their power; the theory of confidence sets. The preferred sequence is 574-575.

**MATH 581 Logic**

Spring. 4 credits.

Basic topics in mathematical logic, including propositional and predicate calculus; formal number theory and recursive functions; completeness and incompleteness theorems. Other topics as time permits.

**MATH 611 Seminar in Analysis**

Fall. 4 credits.

**MATH 612 Seminar in Analysis**

Spring. 4 credits.

**MATH 613 Functional Analysis**

Fall. 4 credits.

Topological vector spaces. Banach and Hilbert spaces, Banach algebras. Additional topics to be selected by instructor.

**[MATH 615 Fourier Analysis]**

Fall. 4 credits. Not offered 1996-97. Expected to be offered 1997-98.]

**MATH 617 Applied Dynamical Systems (also T&AM 776)**

Fall. 3 credits. Suggested prerequisite: T&AM 675, Mathematics 517, or equivalent.

Review of planar (single-degree-of-freedom) systems. Local and global analysis. Structural stability and bifurcations in planar systems. Center manifolds and normal forms. The averaging theorem and perturbation methods. Melnikov's method. Discrete dynamical systems, maps and difference equations, homoclinic and heteroclinic motions, the Smale Horseshoe and other complex invariant sets. Global bifurcations, strange attractors, and chaos in free and forced oscillator equations. Applications to problems in solid and fluid mechanics.

**MATH 622 Topics in Complex Analysis**

Spring. 4 credits.

Selections of advanced topics from complex analysis, such as Riemann surfaces, complex dynamics, conformal and quasiconformal mapping. Course content varies.

**[MATH 623 Several Complex Variables]**

Not offered 1996-97. 4 credits.]

**[MATH 627-628 Seminar in Partial Differential Equations]**

627, fall; 628, spring. 4 credits. Not offered 1996-97. Expected to be offered 1997-98.]

**MATH 631-632 Seminar in Algebra**

631, fall; 632, spring. 4 credits each.

**MATH 635 Topics in Algebra**

Spring. 4 credits.

Selection of advanced topics from algebra, algebraic number theory, and algebraic geometry. Course content varies.

**[MATH 637 Algebraic Number Theory]**

Spring. 4 credits. Not offered 1996-97. Expected to be offered 1997-98.]

**MATH 639 Topics in Algebra II**

Spring. 4 credits.

Selection of advanced topics from algebra, algebraic number theory, and algebraic geometry. Course content varies.

**MATH 640 Homological Algebra**

Spring. 4 credits.

**MATH 651-652 Seminar in Topology**

651, fall; 652, spring. 4 credits each.

**MATH 653-654 Algebraic Topology**

653, fall; 654, spring. 4 credits.

The continuation of 551. Cohomology, cup products, Poincaré duality, higher homotopy groups, fiber bundles, fibrations, vector bundles, characteristic classes, K-theory, spectral sequences, cohomology operations.

**MATH [657]-658 Topics in Topology**

657, fall. Not offered 1996-97. Expected to be offered 1997-98. 658, spring. 4 credits.

Selection of advanced topics from modern algebraic, differential, and geometric topology. Course content varies.

**MATH 661-662 Seminar in Geometry**

661, fall; 662, spring. 4 credits each.

**MATH 667 Algebraic Geometry**

Fall. 4 credits.

**[MATH 670 Topics in Statistics]**

Fall or spring. 4 credits. Not offered 1996-97. Expected to be offered 1997-98.

A course taught occasionally to cover special topics in theoretical statistics not treated in other listed courses. Typical of the subjects that will be treated are time series analysis, and classification and cluster analysis.]

**MATH 671-672 Seminar in Probability and Statistics**

671, fall; 672, spring. 4 credits each.

**[MATH 674 Multivariate Analysis]**

Spring. 4 credits. Not offered 1996-97. Expected to be offered 1997-98.]

**[MATH 675 Statistical Decision Theory]**

Fall. 4 credits. Not offered 1996-97. Expected to be offered 1997-98.]

**MATH 677-678 Stochastic Processes**

677, fall; 678, spring. 4 credits each.

**MATH 681-682 Seminar in Logic**

681, fall; 682, spring. 4 credits each.

**MATH 683 Model Theory**

Spring. 4 credits. Offered in alternate years.

**[MATH 684 Recursion Theory]**

Fall. 4 credits. Not offered 1996-97. Expected to be offered 1997-98.]

Theory of effectively computable functions. Classification of recursively enumerable sets. Degrees of recursive unsolvability. Applications to logic. Hierarchies. Recursive functions of ordinals and higher type objects. Generalized recursion theory.]

**MATH 686 Proof Theory**

Fall. 4 credits.

This course will cover basic ideas and methods of proof theory along with major recent developments motivated by computer science and knowledge presentation theory.

The topics will include Gentzen style and "natural" derivations, normalization theorems for classical and constructive logics, connections with the typed lambda calculus, Curry-Howard isomorphism, arithmetization of proof theory, incompleteness theorems, Loeb's theorem, modal logic of formal provability, models of arithmetic, consistency proofs and normalization theorems in typed lambda calculus.

**[MATH 687 Set Theory]**

Spring. 4 credits. Offered in alternate years. Not offered 1996-97. Expected to be offered 1997-98.

Models of set theory. Theorems of Gödel and Cohen, recent independence results.]

**MATH 688 Topics in Applied Logic**

Fall. 4 credits.

This course covers applications of the results and methods of mathematical logic to other areas of mathematics and science. Topics vary each year; some recent examples are:

automatic theorem proving, formal semantics of programming and specification languages, linear logic, constructivism (intuitionism), non-standard analysis. The student is expected to be familiar with the standard results in graduate level mathematical logic.

**MATH 690 Supervised Reading and Research**

Variable credit (maximum 6 each term).

**MATH 701-702 Oliver Club Seminar**

**MATH 703-704 Olivetti Club Seminar**

**MATH 707-708 Seminar in Mathematics Education**

**MATH 711-712 Seminar in Analysis**

**MATH 713 Seminar in Analytic Dynamics**

**MATH 727-728 Seminar in Numerical Analysis**

**MATH 731-732 Seminar in Algebra**

**MATH 733-734 Seminar in Computational Algebra**

**MATH 749-750 Seminar in Lie Groups**

**MATH 751-752 Topics in Geometry and Topology**

**MATH 767-768 Seminar in Combinatorial and Algebraic Geometry**

**MATH 778 Reading Seminar in Dynamical Systems**

## MUSIC

S. Stucky, chair; M. Hatch, director of undergraduate studies (110 Lincoln Hall, 255-5049); R. Harris-Warrick, director of graduate studies (312 Lincoln Hall, 255-7141); M. Bilson, X. Bjerken, D. Borden, D. Conn, L. Coral, H. deFerranti, K. Hester, J. Hsu, J. Kellock, S. Monosoff, E. Murray, D. Randel, A. Richards, D. Rosen, M. Scatterday, R. Sierra, S. Tucker, J. Webster, N. Zaslav

Emeritus: W. Austin, K. Husa, R. Palmer, T. Sokol, M. Stith. Department office 255-4097.

### Musical Performance and Concerts

Musical performance is an integral part of Cornell's cultural life and an essential part of its undergraduate academic programs in music. The department encourages music making through its offerings in individual instruction and through musical organizations and ensembles that are directed and trained by members of the faculty. Students from all colleges and departments of the university join with music majors in all of these ensembles:

#### Vocal ensembles

Cornell Chamber Singers  
Cornell Chorale  
Cornell University Chorus  
Cornell University Glee Club  
Sage Chapel Choir

#### Instrumental ensembles

Chamber Music Ensembles  
Cornell Chamber Orchestra  
Cornell Gamelan  
Cornell Jazz Ensembles  
Cornell Symphony Orchestra  
Cornell University Chamber Winds  
Cornell University Symphonic Band  
Cornell University Wind Ensemble

Cornell University Wind Symphony  
Information about requirements, rehearsal hours, and conditions for academic credit can be found in the following listings for the Department of Music. Announcements of auditions are posted during registration each fall term and, where appropriate, each spring term as well.

The university is also home to many student-run musical organizations, including the Big Red Marching Band and Big Red Pep Band, the Cornell Savoyards, and several a cappella groups. Information about these groups is available through the Department of Music office, 104 Lincoln Hall (255-4097).

The Department of Music and the Faculty Committee on Music sponsor more than one hundred formal and informal concerts each year by Cornell's ensembles, faculty, and students and by distinguished visiting artists. The great majority of concerts are free and open to the public. Lectures and concerts are listed in special monthly posters, CUINFO and other campus media.

### Nonmajors

In addition to its performing, instructional, and concert activities, the department offers numerous courses for nonmajors, many of which carry no prerequisites and presuppose no previous formal training in music. Consult the following course listings, and for further information apply to the department office, 104 Lincoln Hall (255-4097), or to the director of undergraduate studies.

### The Major

Two options are available to the student planning to major in music. Each carries the study of music to an advanced level through the integration of performance, music theory, and music history. Option I is a general course, not necessarily oriented toward eventual graduate or professional work in music. Option II is a more specialized and concentrated program, suitable for students who want to prepare for graduate or professional work in music.

All students contemplating a major in music under either option should arrange for placement examinations and advising in the department as early as possible, usually during the freshman orientation period. Information is available from the director of undergraduate studies, Professor Martin Hatch, 110 Lincoln Hall (255-5049), or from the chair, 106 Lincoln Hall (255-3671). All students are expected to have chosen an adviser from among the department faculty at the time of application for major status.

**Option I** presupposes some musical background before entering Cornell. Prerequisites for admission to the major are completion of Music 152 and 154, at the latest by the end of the sophomore year (the freshman year is preferable), with an overall grade of B- or better in each course. For further information, apply to the department office, 104 Lincoln Hall).

The requirements for the Bachelor of Arts degree with a major in music under Option I comprise the following:

- 1) in music theory: Music 251, 252, 253, 254, 351, 353, and one of the following: Music 451, 452, 453, 454, 456, 463.

- 2) in music history: sixteen credits in courses numbered 381 or above listed under Music in History and Culture. At least three of these courses must be drawn from the four-course sequence Music 381-384.
- 3) in performance: four semesters of participation in a musical organization or ensemble sponsored by the Department of Music.

**Option II** presupposes considerable musical study before entering Cornell. Prerequisites for admission into the Option II program are previous acceptance as an Option I major and satisfactory completion of Music 252 and 254, normally by the end of the sophomore year. Students must apply to the department for formal acceptance as an Option II major. An Option II major concentrates in one of the three areas listed below. For Option II in performance, exceptional promise must be demonstrated, in part by a successful solo recital before the end of the sophomore year.

The requirements for the Bachelor of Arts degree with a major in music under Option II are:

- 1) completion of all the requirements for Option I, except as noted below, and
- 2) in addition:
  - a) in performance:
    - (1) the requirement for four semesters of participation in a musical organization or ensemble is waived (but such majors are expected to participate actively in chamber and other ensembles sponsored by the department);
    - (2) sixteen credits in individual instruction in the student's major instrument, or voice, earned by taking Music 391-392 throughout the junior and senior years
  - b) in theory and composition or in history: twelve additional credits in this area of concentration at the 300 level or above, of which either four may be earned in Music 301 or 302 when taken once for four credits, or eight may be earned in Music 401-402.

**Honors.** The honors program in music is intended to provide special distinction for the department's ablest undergraduate majors. Qualified students are invited to become candidates by the faculty early in the second semester of their junior year. As soon as possible thereafter, the student forms a committee of three or more faculty members to guide and evaluate the honors work. In the senior year the candidate enrolls in Music 401-402 with the chair of the honors committee as instructor. Candidates will be encouraged to formulate programs that allow them to demonstrate their musical and scholarly abilities, culminating in an honors thesis, composition, or recital, to be presented not later than April 1 of the senior year. A comprehensive examination administered by the candidate's committee is held not later than May 1. The level of honors conferred is based primarily on the candidate's performance in the honors program, and secondarily on the candidate's overall record in departmental courses and activities.



## Distribution Requirement

College of Arts and Sciences students may apply either one or two Music Department courses toward the distribution requirement in Group 4 (humanities and the arts). Neither freshman seminars nor advanced placement credit count toward this requirement.

If one music course is counted for distribution, it must carry at least 3 credits, and it may not be in musical performance (Music 321–322, 391–392) or in organizations and ensembles (Music 331 through 346 and 421 through 448).

If two music courses are counted for distribution, they must total at least 6 credits, and at least one of the courses must be academic, not performance-oriented. The second "course," however, may comprise **either** up to 4 credits earned in performance (Music 321–322, 391–392) **or** up to 3 credits earned in organizations and ensembles (Music 331 through 346 and 421 through 448), but not both.

## Facilities

**Music Library.** The Music Library, in Lincoln Hall, has an excellent collection of standard research tools. Its holdings consist of approximately one hundred thousand books, periodicals, and scores and forty thousand sound and video recordings. Particularly noteworthy are the collections of opera from all periods; twentieth-century scores and recordings; a large microfilm collection of Renaissance sources, both theoretical and musical; and a collection of eighteenth-century chamber music. In addition, the Department of Rare Books, in the Kroch Library, houses a collection of early printed books on music and musical manuscripts.

**Concert Halls.** The Department of Music sponsors more than one hundred concerts annually. Cornell's principal concert halls are Bailey Hall Auditorium (about 2,000), Alice Statler Auditorium (about 900), Sage Chapel (about 800) and Barnes Hall Auditorium (about 280).

**Rehearsal Spaces.** The orchestras and bands rehearse in Bailey Hall, Barnes Hall, and Barton Hall; the Jazz Ensembles, Gamelan, and Chamber Ensembles rehearse in Lincoln Hall; and the choral ensembles are quartered in Sage Chapel. Eleven practice studios in Lincoln Hall are available for individual practice by pianists, vocalists, and instrumentalists.

Twenty-two grand pianos and eight upright or studio pianos are housed in Cornell's offices, classrooms, and rehearsal spaces. In addition, our Center for Keyboard Studies includes two concert grand pianos (Steinway and Mason & Hamlin), two eighteenth-century fortepiano replicas (copies of Johann Andreas Stein and Anton Walter), an original Broadwood grand piano from 1827, a Bösendorfer grand piano from 1842, one Dowd and one Hubbard harpsichord, and a Challis clavichord. Barnes Hall houses a chamber organ by Derwood Crocker, a large Aeolian Skinner Organ is located in Sage Chapel, and there is a Helmuth Wolff tracker organ in Anabel Taylor Chapel.

**Digital/Electronic Equipment.** A Macintosh Master studio is available for graduate student use (hours to be arranged) and occasional independent study use. The software used is Performer, Mosaic, Finale, and several Opcode

patch editor/librarians. The instruments include a Yamaha KX88 MIDI Controller keyboard, a Yamaha TX802 FM synthesizer, an E-Mu Proteus XR, a Casio FZ 10M sampler and various other synthesizers. In addition, there are two MIDI work stations with additional instruments, including a Korg M1 synthesizer and an Akai S900 sampler.

## Freshman Seminars

### MUSIC 111 Sound, Sense, and Ideas

Divas, Priests, and Warriors: fall and spring. 3 credits. S. Moore. Words and Music: spring. 3 credits. D. Rosen.

**Divas, Priests, and Warriors: Ideologies of the Individual Music.** The history of music resounds with the stories of people, real or imagined—composers, pop stars, or opera characters—who have taken on mythic status. We will explore truths and fictions that permeate some of the more common myths: the performing diva (like Madonna), clawing her way to the top and dominating by whim and determination; the genius-priest (Beethoven, Wagner, or Jim Morrison) leading the masses to redemption; the proud artist battling for self-expression against an oppressive regime (Soviet composers, bebop musicians). In discussing and writing about these powerful individuals, we will emphasize the creative and participatory power of the individual listener and writer.

**Words and Music.** This seminar will explore various kinds of relationships between words and music. In speaking, writing, or even thinking about music, we rely on language to express the structure and meaning of a complex non-verbal art. How do we use words to communicate about music? And what strategies do composers adopt in setting words to music—as in song or opera—or in "explaining" the meaning of their instrumental compositions through titles or programs? We will look at works of many periods and styles by Monteverdi, Handel, Mozart, Schubert, Berlioz, Mahler, the Beatles, and others. The readings will offer a wide context for thinking and writing about music.

### [MUSIC 115 Popular Musics Today

Fall. 3 credits. Not offered 1996–97.]

## Introductory Courses

**Note:** Class meeting times are accurate at the time of publication. If changes are necessary, the department will provide new information as soon as possible.

### MUSIC 100 Elements of Musical Notation

Fall or spring. 1 credit. Prerequisite: concurrent enrollment in any three-credit course in music and permission of instructor. M. Scatterday and staff.

This four-week course, given at the beginning of each term, will fulfill the requirement of basic pitch and rhythm and reading skills needed for introductory courses (except 101 and 103) and 200-level courses with prerequisites. The material covered in this course is no longer part of Music 105.

### MUSIC 101 The Art of Music #

Fall. 3 credits. M W 11:15–12:05. 1-hour disc to be arranged. M. Hatch.

Topic for fall 1996: Popular Music in America. A survey of the history and diverse array of popular musics in America today. Elementary vocabulary and techniques for describing, analyzing, and evaluating music. Sociocultural contexts for music-making. Relationships

between mainstream musics, tributaries, and side-streams, and intersections of folk, art, and popular musics in America.

### MUSIC 103 Introduction to the Musics of the World @

Spring. 3 credits. No previous training in music required. T R 11:15–12:05 plus 1 hr. to be arranged. H. deFerranti.

Exploration of musical genres from selected regions of the world. The course examines both the elements of musical styles and the features of society that influence music. Listening assignments and projects that investigate the cultural context of music are major components of the course.

### MUSIC 105 Introduction to Music Theory

Fall or summer, spring. 3 credits. Fall, M W 10:10–11:00 plus two hours to be arranged. Experience in reading music is highly recommended. Fall, M. Scatterday; spring, S. Tucker.

An elementary, self-contained introduction to music theory emphasizing fundamental musical techniques, theoretical concepts, and their application. Intervals, scales, triads; basic concepts of tonality; extensive listening to music in various styles; analysis of representative works of Bach, Mozart, Haydn and Beethoven.

### [MUSIC 106 Introduction to Music Theory

3 credits. Prerequisite: Music 105 with grade of B- or better. Limited to 50 students. Not offered 1996–97.]

### MUSIC 107 Medieval to Mozart

Fall. 3 credits. Prerequisite: ability to read music or concurrent enrollment in Music 100. M W 11:15–12:05, plus one hour to be arranged. N. Zaslav.

The music of western Europe from the earliest notation of Gregorian chant in the 10th century to the music of Haydn and Mozart at the end of the 18th century. Among other repertoires and composers surveyed will be primitive polyphony, the Notre Dame School, the troubadours, trouvères and Minnesingers, Machaut, Dufay, Ockeghem, Josquin, the madrigal, Gabrieli, Monteverdi, Schütz, Lully, Purcell, Corelli, Vivaldi, Bach, Handel, D. Scarlatti, Rameau, and Gluck.

### MUSIC 108 Beethoven to Bernstein

Spring. 3 credits. Prerequisite: ability to read music or concurrent enrollment in Music 100. M W F 11:15–12:05. R. Harris-Warrick.

A survey of Western art music in all genres from the beginning of the 19th century to the present.

### MUSIC 120 Learning Music through Digital Technology

Fall or spring. 3 credits. Enrollment limited. Prerequisite: permission of instructor. D. Borden.

This course uses selected commercially available technological resources to produce live music. The student is expected to master the Macintosh computer, several music software programs, and several synthesizers using MIDI. The ability to read music is helpful but not necessary. There are no papers to write; homework is presented in three classroom concerts. The final is a live presentation of the student's final project in a concert open to the public.

**MUSIC 201 Diction for Oral Presentation (also Linguistics 211)**

Fall or spring. 1 credit. Prerequisite: permission of instructor. J. Kellock.

Introduction to the uses of the International Phonetic Alphabet for pronunciation of English, French, German, and Italian. Open to singers and non-singers. Assignments will vary according to musical experience. Singing students will be expected to perform their assignments. Students taking voice lessons for credit (321a-322a) must take Music 201 by the end of the third semester of lessons.

**Music Theory**

Students contemplating the music major are strongly advised to take Music 151, 152, 153, and 154 in the freshman year; in any case Music 152 and 154 must be completed no later than the end of the sophomore year. Students contemplating Option II must complete Music 252 and 254 by the end of the sophomore year.

**MUSIC 151 Tonal Theory I**

Fall. 3 credits. Prerequisites: admission by departmental placement exam; and concurrent enrollment in or previous credit for Music 153, or equivalent. Intended for students expecting to major in music and other qualified students. M W F 9:05-9:55. A. Richards.

Detailed study of the fundamental elements of tonal music: rhythm, scales, intervals, triads; melodic principles and 2-part counterpoint; diatonic harmony and 4-part voice leading in root position and first inversion; analysis of phrase and period structure.

**MUSIC 152 Tonal Theory II**

Spring. 3 credits. Prerequisites: Music 151 and 153 or equivalent, and concurrent enrollment in or previous credit for Music 154. Intended for students expecting to major in music and other qualified students. A grade of B- or better in Music 152 is required for admission to the music major. M W F 9:05-9:55. A. Richards.

Continued study of voice leading, including diatonic modulation; analysis of binary and ternary forms.

**MUSIC 153 Musicianship I**

Fall. 2 credits. Prerequisite: concurrent enrollment in or previous credit for Music 151. Intended for students expecting to major in music and other qualified students. 3 hrs. TBA. A. Richards.

Sight singing: diatonic melodies in treble, alto, and bass clefs. Keyboard: scales, triads, seventh chords, short, diatonic chord progressions. Dictation: intervals, rhythms; short, diatonic melodies; short, diatonic chorale phrases. Score reading: 2 parts using treble, alto, and bass clefs. Musical terms: tempo markings and rhythmic terminology.

**MUSIC 154 Musicianship II**

Spring. 2 credits. Prerequisite: concurrent enrollment in or previous credit for Music 152. Intended for students expecting to major in music and other qualified students. A grade of B- or better in Music 154, and failure in none of the individual musicianship components of the course, are required for admission to the music major. 3 hrs. TBA. A. Richards.

Sight singing: longer melodies in 3 clefs, including diatonic modulation. Keyboard: diatonic chord progressions and sequences. Dictation: intervals, rhythms; longer melodies;

chorale phrases with diatonic modulation. Score reading: 3 parts using treble, alto, and bass clefs. Musical terms: nuance and expression marks.

**MUSIC 220 Learning Counterpoint through Digital Technology**

Spring. 3 credits. Enrollment limited. Prerequisite: 152 or permission of instructor. T R 2:55-4:10. D. Borden.

This course is a study of traditional contrapuntal techniques from the fourteenth century to the present, with emphasis on invention and fugue. Synthesizers, samplers, MIDI, and music software will be covered. There are three classroom concerts, some analysis and a final public concert.

**MUSIC 239 Introduction to Improvisational Theory**

Spring. 2 credits. Prerequisite: permission of instructor. Intended for performers in "jazz" and related styles. K. Hester.

Tonal, modal, and blues harmonic resources, and the formal structures in which they are embodied. Development of improvisational skills and creation of spontaneous compositions.

**MUSIC 251 Tonal Theory III**

Fall. 3 credits. Prerequisites: Music 152 and 154 or equivalent, and concurrent enrollment in Music 253. M W F 10:10-11:00. R. Sierra.

Continuation of diatonic and introduction to chromatic harmony; species counterpoint; introduction to counterpoint in the style of Bach; composition in small forms.

**MUSIC 252 Tonal Theory IV**

Spring. 3 credits. Prerequisites: Music 251 and 253 or equivalent, and concurrent enrollment in Music 254. M W F 10:10-11:00. J. Webster.

Composition in 18th-century contrapuntal style; study of and composition in larger forms, including sonata form; systematic study of chromatic harmony, voice-leading, and modulation.

**MUSIC 253 Musicianship III**

Fall. 2 credits. Prerequisite: concurrent enrollment in or previous credit for Music 251. 2 hours TBA. R. Sierra.

Sight singing: melodies with chromaticism in treble, alto, tenor, and bass clefs. Keyboard: diatonic modulation, chromatic chords. Dictation: melodies with modulation; chorale phrases with secondary dominants and other chromatic chords. Score reading: 4 parts using treble, alto, tenor, and bass clefs. Musical terms: orchestral ranges, terms, clefs, and transpositions.

**MUSIC 254 Musicianship IV**

Spring. 2 credits. Prerequisite: concurrent enrollment in or previous credit for Music 252. 2 hours TBA. J. Webster.

Sight singing: melodies in 4 clefs, including modality and chromatic modulation. Keyboard: chromatic sequences, chromatic modulations, improvised modulations employing diatonic pivot chords. Dictation: intervals, rhythms, short melodies and short, diatonic chorale phrases. Score reading: 4 parts, including transposing instruments. Musical terms: other terms in French, German, and Italian.

**MUSIC 351 Materials of Twentieth-Century Music**

Fall. 3 credits. Prerequisite: Music 252 and 254 or equivalent, and concurrent enrollment in Music 353. M W F 10:10-11:00. E. Murray.

Introduction to some techniques of twentieth-century music, including extended tonality, modes, twelve-tone technique, set theory and new approaches to form and rhythm. Analysis of representative works by Debussy, Bartók, Webern, Hindemith, Schoenberg, and Stravinsky, as well as more recent composers. Composition of short pieces in various styles.

**MUSIC 353 Musicianship V**

Fall. 2 credits. Prerequisite: concurrent enrollment in or previous credit for Music 351. 2 hours TBA. E. Murray.

Sight singing: advanced chromatic, twelve-tone, and atonal melodies in 4 clefs. Keyboard: continued chromatic harmony; improvised chromatic modulations. Dictation: continued chromatic harmony; atonal sets and melodies; 2-part counterpoint. Score reading: 4 clefs, transpositions. Music terms: twentieth-century terms.

**MUSIC 451 Counterpoint**

Spring. 4 credits. Prerequisite: Music 251 or permission of instructor. S. Stucky.

Composition in the polyphonic vocal style of the late Renaissance.

**MUSIC 452 Topics in Music Analysis**

Spring. 4 credits. Prerequisite: Music 251 or permission of instructor. J. Webster.

A survey of important analytical approaches to tonal music, including thematic-motivic relations, phrase-rhythm, large-scale paragraph construction, structural-tonal voice-leading, and relations among the movements in a multimovement work.

**[MUSIC 453 Introduction to Improvisational Theory]**

Fall. 4 credits. Prerequisite: Music 251 or permission of instructor. Not offered 1996-97. K. Hester.

Study and performance of tonal, modal, and blues harmonic resources; introduction to the formal structures in which these resources are embodied. Includes ear training, work at the keyboard, composing short pieces, and analyzing selected representative works of popular music and African-American art music from 1940 to 1970.]

**MUSIC 454 Composition**

Fall. 4 credits. Prerequisite: Music 251 or permission of instructor. W 1:25-4:25. D. Borden.

Composition using models from Baroque, Classical, and twentieth-century music, including MIDI studio techniques. Collaboration with student choreographers and filmmakers is encouraged.

**[MUSIC 456 Orchestration]**

Spring. 4 credits. Prerequisite: Music 251 or permission of instructor. Not offered 1996-97. R. Sierra.

Orchestration based on nineteenth- and twentieth-century models.]

**[MUSIC 463 Conducting]**

Spring. 4 credits. Prerequisite: Music 251 or permission of instructor. Not offered 1996-97. M. Scatterday.

Fundamentals of score reading, score analysis, rehearsal procedures and conducting technique; instrumental and choral contexts.]

## Music In History and Culture

### [MUSIC 222 A Survey of Jazz

Spring. 3 credits. Enrollment limited. Not offered 1996-97. K. Hester.

This course will trace the evolution of jazz historically from its African roots to the current diverse spectrum of improvisational styles that form popular, Neoclassic, and Innovative contemporary jazz music.]

### MUSIC 245 Gamelan in Indonesian History and Cultures @

Fall or spring. 3 credits. No previous knowledge of musical notation or performance experience necessary. M W F 1:25-2:15. M. Hatch.

An introduction to Indonesia through its art. Elementary techniques of performance on the Javanese *gamelan*; a general introduction to Indonesian history and cultures, and the socio-cultural contexts for the arts there. Several short papers and one longer research report are required.

### MUSIC 261 Bach and Handel #

Fall. 3 credits. Prerequisite: any 3-credit course in music or permission of instructor. M W 2:55-4:10. N. Zaslaw.

Bach's music, product of a provincial life, and Handel's music, product of a cosmopolitan life, will be compared. Genres studied will include works for keyboard instruments, chamber music, concertos, cantatas, operas, oratorios, anthems, and esoterica.

### [MUSIC 262 Haydn and Mozart #

Fall. 3 credits. Prerequisite: any 3-credit course in music or permission of instructor. Not offered 1996-97. N. Zaslaw, J. Webster.]

### MUSIC 263 Beethoven #

Spring. 3 credits. Prerequisite: any 3-credit course in music or permission of instructor. J. Webster.

A survey of Beethoven's life, works, and influence. While the primary focus will be his musical style and its development, the course will also cover social-cultural factors and the psychology and reception of genius.

### [MUSIC 264 Musical Romantics #

Spring. 3 credits. Prerequisite: any 3-credit course in music or permission of instructor. Not offered 1996-97. D. Rosen.]

### MUSIC 274 Opera #

Fall. 3 credits. M W F 10:10-11:00. R. Harris-Warrick.

An introduction to major works of the operatic repertory, with discussion of texts and theatrical performances as well as music. Video recordings will be an integral part of the course; trips to live performances will be scheduled where possible.

### [MUSIC 275 The Choral Tradition #

Spring. 3 credits. Prerequisite: any three-credit music course or permission of instructor. Not offered 1996-97.

A survey of representative works, both sacred and secular, in the Western choral tradition from the Middle Ages to the twentieth century. Class will include discussion of performances as well as historical and stylistic issues, and will be integrated with local concert offerings whenever possible.]

### MUSIC 276 The Orchestra and Its Music #

Spring. 3 credits. Prerequisite: any three credit music course or permission of instructor. N. Zaslaw.

The music of, and the social structures supporting, large instrumental ensembles in the Western world, including Italian court festivals of the 16th century, string bands of the 17th century, Lully's ascendancy at Paris and Versailles, and music of Purcell, Corelli, Vivaldi, Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Schumann, Mendelssohn, Berlioz, Liszt, Wagner, Brahms, Tchaikovsky, Bruckner, Mahler, Strauss, Stravinsky, Schoenberg, Webern, Bartók, Shostakovich, Messiaen, Copland, Sessions, Carter, Stucky, and Sierra.

### Music History Courses for Majors and Qualified Non-Majors

Prerequisite: Music 152 or permission of instructor. Intended primarily for music majors, these courses investigate selected topics and repertoires from each period in some detail. Each course includes listenings, readings, oral and written papers, and analyses.

### [MUSIC 381 Music in Western Europe to 1700 #

Fall. 4 credits. T R 10:10-11:25. Not offered 1996-97. R. Harris-Warrick.]

### [MUSIC 382 Music of the Eighteenth Century #

Spring. 4 credits. Not offered 1996-97. N. Zaslaw.]

### MUSIC 383 Music of the Nineteenth Century #

Fall. 4 credits. T R 10:10-11:25. D. Rosen.

A chronological survey of nineteenth-century music from Beethoven through Puccini including reference to its cultural and historical context.

### MUSIC 384 Music of the Twentieth Century

Spring. 4 credits. T R 10:10-11:25. R. Sierra.

A systematic study of music from the turn of the century to the present. Historical context will be an integral part of the course.

### MUSIC 388 Historical Performance Practicum #

Spring. 4 credits. M. Bilson, S. Monosoff. The study of 18th- and 19th-century instrumental performance practices, with special emphasis on the string quartets of Haydn and the piano trios of Schubert. Open to qualified performers.

### MUSIC 398-399 Independent Study in Music History

398, fall; 399, spring. 4 credits. Prerequisite: Music 152 and permission of instructor. Staff.

Advanced study of various topics in music history. Students enrolling in Music 398-399 participate in, but do not register for, an approved 200-level music history course and, in addition, pursue independent research and writing projects.

### [MUSIC 413 African American Music Innovators

Spring. 4 credits. Permission of instructor. Not offered 1996-97.

This course examines and experiments with methods of analyzing, appreciating, and

understanding innovative art forms. Students will write three reports (with transcribed music examples or some form of accurate analytical charting, where appropriate), utilizing three different perspectives on African American Music.]

### MUSIC 481 Japanese Music: Style and Tradition @

Fall. 4 credits. Prerequisite: any 3-credit music course or permission of instructor. T R 1:25-2:40. H. deFerranti.

Basic principles of style in four different genres of Japanese instrumental and vocal music, as well as the social and historical circumstances of their development as performance traditions. Consideration of typical repertory and performance practice, as well as issues of cultural definition, representation, and the negotiation of authority that pertain to perceptions of "tradition" in Japanese performing arts.

## Independent Study

### MUSIC 301-302 Independent Study in Music

301, fall; 302, spring. Credit to be arranged. Prerequisite: departmental approval. Presupposes experience in the proposed area of study. Staff.

## Honors Program

### MUSIC 401-402 Honors in Music

401, fall; 402, spring. 4 credits each term. Limited to honors candidates in their senior year. Staff.

## Musical Performance

Cornell faculty members offer individual instruction in voice, organ, harpsichord, piano and fortepiano, violin, viola, cello, viola da gamba, and some brass instruments to those students advanced enough to do college-level work in these instruments. Lessons are available by audition only. They may be taken either without credit or, through Music 321-322, with credit. Other instruments may sometimes be studied for credit outside Cornell, but also by audition only (see Music 321h-322h). Cornell does not offer instruction at the beginner's level.

**Lessons for beginners.** The Music Department can recommend outside teachers for those who wish to begin studying voice or an instrument. No credit is available for beginning instruction.

**Auditions.** Auditions are held at the beginning of each term for lessons for advanced students. Contact the Department of Music office (104 Lincoln Hall) for information.

**Fees.** The fee for a one-half hour lesson weekly, *without credit*, is \$150 per term. For a one-hour lesson (or two half-hour lessons) weekly, *without credit*, the fee is \$300. The fee in Music 321-322 for a one-hour lesson (or two half-hour lessons) *for credit* is \$225 per term. All fees are non-refundable once lessons begin, *even if the course is subsequently dropped*.

**Scholarships.** Music majors receive a scholarship equal to the lesson fee listed above. Members of the department-sponsored organizations and ensembles may, with the permission of the director of the organization, receive a scholarship of up to one-half the Cornell fee for the type of lessons chosen during the term. (These scholarships are

intended only for lessons in the student's primary performing medium.) Scholarship forms, available in the Music Department office, are to be returned to the office *within the first three weeks of classes*.

**Practice rooms.** Practice-room fees for twelve hours weekly are \$50 per term and for six hours weekly are \$40 per term for a room **with a piano**. Practice-room fees for twelve hours weekly are \$25 per term and for six hours weekly are \$15 per term for a room **without a piano**. The fee for the use of the pipe organ is \$50 for twelve hours weekly and \$40 for six hours weekly. All fees are non-refundable.

**Earning credit.** For every 4 credits earned in Music 321-322, the student must have earned, or currently be earning, at least 3 credits in another music course (excluding freshman seminars, Music 321-322, 331 through 340, 391-392, or 421 through 448). These 3 credits must be earned prior to, or simultaneously with the first 2 credits in 321-322; they cannot be applied retroactively. Transfer credit for appropriate music courses already taken elsewhere may be used to satisfy this requirement with the approval of the department.

**Lessons taken outside Cornell.** Under certain conditions, advanced students may earn credit for lessons taken outside Cornell. An audition is required, and no credit can be granted for beginning instruction. For further information, read the description of Music 321h-322h and contact the Music Department office.

**MUSIC 321-322 Individual Instruction in Voice, Organ, Harpsichord, Piano, Strings, Woodwinds, and Brass**

Prerequisite: Advanced students may register only after a successful audition with the instructor, usually scheduled during the first week of classes. Students may register for this course in successive years.

Students, at the sole discretion of the instructor, earn 2 credits each term for a one-hour lesson (or two half-hour lessons) weekly accompanied by an appropriate practice schedule.

**MUSIC 321a-322a Individual Instruction in Voice**

321a, fall; 322a, spring. 2 credits each term. Prerequisite: successful audition during registration. Music 201 must be taken by the end of the third semester of lessons. Limited enrollment. J. Kellock. The Vocal Coaching Program offers noncredit lessons to members of the choral ensembles.

**MUSIC 321b-322b Individual Instruction in Organ**

321b, fall; 322b, spring. 2 credits each term. Prerequisite: successful audition. A. Richards.

**MUSIC 321c-322c Individual Instruction in Piano**

321c fall; 322c, spring. 2 credits each term. Prerequisite: successful audition. M. Bilson, X. Bjerken and staff.

**MUSIC 321d-322d Individual Instruction in Harpsichord**

321d, fall; 322d, spring. 2 credits each term. Prerequisite: successful audition. A. Richards.

**MUSIC 321e-322e Individual Instruction in Violin or Viola**

321e, fall; 322e, spring. 2 credits each term. Prerequisite: successful audition. Staff, fall; S. Monosoff, spring.

**MUSIC 321f-322f Individual Instruction in Cello**

321f, fall; 322f, spring. 2 credits each term. Prerequisite: successful audition. Staff.

**MUSIC 321g-322g Individual Instruction in Brass**

321g, fall; 322g, spring. 2 credits each term. Prerequisite: successful audition. M. Scatterday.

**MUSIC 321h-322h Individual Instruction outside Cornell**

321h, fall; 322h, spring. 2 credits each term. Prerequisite: successful audition. All the standard orchestral and band instruments and guitar may, under certain conditions, be studied for credit with outside teachers. This course is available primarily for the study of instruments not taught at Cornell and for the use of those who for reasons of space cannot be admitted to Music 321a-g or 322a-g. Prior approval and audition by a member of the faculty in the department is required. For information and a list of approved teachers, consult the department office, 104 Lincoln Hall.

**MUSIC 391-392 Advanced Individual Instruction**

391, fall; 392, spring. 4 credits each term. Open only to juniors and seniors majoring in music under Option II with concentration in performance and to graduate students. Option II majors whose lessons must be taken outside Cornell may apply to the department for financial assistance toward the cost of lessons; \$150 per semester will normally be awarded to such students and a larger amount may be awarded under certain circumstances. Music 391 is not a prerequisite to 392.

**Musical Organizations and Ensembles**

Students may participate in musical organizations and ensembles throughout the year. Permission of the instructor is required, and admission is by audition only, except that the Sage Chapel Choir and the Cornell Gamelan Ensemble are open to all students without prior audition. Registration is permitted in two of these courses simultaneously and students may register in successive years, but no student may earn more than 6 credits in these courses. Membership in these musical organizations and ensembles is also open to qualified students who wish to participate without earning credit.

**MUSIC 331-332 Sage Chapel Choir**

331, fall or summer; 332, spring. 1 credit. No audition for admission. M 7-9. Staff.

**MUSIC 333-334 Cornell Chorus or Glee Club**

333, fall; 334, spring. 1 credit. Prerequisite: permission of instructor. Chorus (treble voices): W 5:15-7:15 p.m. plus 2 hours to be arranged. Glee Club (mens voices): W 7:30-9:30 p.m., plus 2 hours to be arranged. S. Tucker.

**MUSIC 335-336 Cornell Symphony Orchestra**

335, fall; 336, spring. 1 credit. Prerequisite: permission of instructor. W 7:30-10:00 p.m. Fall, E. Murray; spring, J. Hsu.

**MUSIC 337 Wind Symphony**

Fall. 1 credit. Prerequisite: permission of instructor. M W 4:45-6:30. M. Scatterday and D. Conn.

**MUSIC 338 Symphonic Band**

Spring. 1 credit. Prerequisite: permission of instructor. M W 4:45-6:30. M. Scatterday and D. Conn.

**MUSIC 339-340 Cornell Jazz Ensembles**

339, fall; 340 spring. 1 credit. Prerequisite: permission of instructor. W 6-8 p.m. K. Hester.

**MUSIC 342 Wind Ensemble**

Spring. 1 credit. Prerequisite: permission of instructor. M 7:30-9:30 and R 4:45-6:30. M. Scatterday.

**[MUSIC 345-346 Introduction to the Gamelan @**

345 fall; 346 spring. 1 credit. Enrollment limited. Prerequisite: permission of instructor. M W 2:30-3:20. Not offered 1996-97.

Concentrated instruction for beginning students in elementary techniques of performance on the Indonesian *gamelan*. Music 245 is a 3-credit course that complements the instruction in *gamelan* by an introduction to Indonesian history and cultures.]

**MUSIC 421-422 Cornell Chamber Orchestra**

421, fall; 422 spring. 1 credit. Prerequisite: permission of instructor. R 5-6:30 p.m. J. Hsu.

Study and performance of the chamber symphonies of Haydn, Mozart, and their contemporaries. For strings, woodwinds, and horns. More recent music may also be included in the spring.

**MUSIC 437-438 Chamber Winds**

437, fall; 438, spring. 1 credit each term. Prerequisites: enrollment in Symphonic Band, Wind Symphony or Wind Ensemble in the same semester as this course AND permission of instructor only. Fall, T R 4:45-6:30 p.m. Spring, T F 4:45-6:30 p.m. M. Scatterday, D. Conn.

A flexible instrumentation ensemble performing original woodwind, brass, and percussion music from Gabrieli brass choirs and Mozart serenades through more contemporary works such as Stravinsky's *Octet* or *L'Histoire Du Soldat*. The ensemble will perform on wind symphony, symphonic band and wind ensemble concerts in addition to several chamber concerts throughout the year.

**MUSIC 439-440 Experimental Lab Ensemble**

439 fall. 440 spring. 1 credit each term. Permission of instructor. W 8:30-10:30 p.m. K. Hester.

**MUSIC 441-442 Chamber Music Ensemble**

441, fall; 442, spring. 1 credit. Prerequisite: permission of instructor. M 5:30-7:00. Fall, J. Hsu; spring, S. Monosoff.

The Monday ensemble will study and perform chamber music works from quartets to octets depending upon personnel. Smaller ensembles will study and perform duos, trios,



or quartets. Pianists, string and wind players are welcome.

#### **MUSIC 443-444 Chorale**

443 fall; 444 spring. 1 credit each term.  
Prerequisite: permission of instructor.  
F 4:30-6:15 p.m. S. Tucker and staff.  
Study and performance of selected choral music for mixed voices.

#### **MUSIC 445-446 Cornell Gamelan Ensemble**

445 fall; 446 spring. 1 credit each term.  
Enrollment limited. Prerequisite: Music 245 or 345-346, or permission of instructor. R 7:30-10:00 p.m. M. Hatch.  
Advanced performance on the Javanese *gamelan*. Tape recordings of *gamelan* and elementary number notation are provided. Some instruction by Indonesian musicians is offered in most years.

#### **MUSIC 447-448 Chamber Signers**

447, fall; 448, spring. 1 credit each term.  
Prerequisite: permission of instructor.  
F 4:15-6:15. Plus 2 hours to be arranged.  
S. Tucker.

### **Graduate Courses**

Open to qualified undergraduates with permission of instructor.

#### **MUSIC 601 Introduction to Bibliography and Research**

Fall. 4 credits. M 1:25-4. L. Coral.  
This course explores the nature of the discipline and introduces the many types of bibliographic tools needed to pursue research in music.

#### **MUSIC 602 Analytical Technique**

Spring. 4 credits. J. Webster.  
A critical survey of various analytical methods in current use. Frequent analytical assignments and class presentations.

#### **[MUSIC 603 Editorial Practice**

Spring. 4 credits. Not offered 1996-97.]

#### **MUSIC 604 Ethnomusicology: Areas of Study and Methods of Analysis**

Spring. 4 credits. Open to graduate students in anthropology, linguistics, psychology, sociology, and other cognate fields with permission of instructor.  
M. Hatch  
Major aspects of research into musical cultures of the world. Problems, theories, and methods, especially those affecting analytical terminology, transcription and analysis of sound events, and fieldwork.

#### **MUSIC 620 Introduction to MIDI Techniques**

Spring. 4 credits. Permission of instructor.  
D. Borden.  
This course is an introduction to MIDI for students who are already at an advanced level in music composition.

#### **MUSIC 622 Historical Performance Practicum**

Spring. 4 credits. M. Bilson, S. Monosoff.  
The study of 18th- and 19th-century instrumental performance practices, with special emphasis on the string quartets of Haydn and the piano trios of Schubert. Open to qualified performers.

#### **[MUSIC 653 Topics in Tonal Theory and Analysis**

Spring. 4 credits. Not offered 1996-97.]

#### **[MUSIC 654 Topics in Post-tonal Theory and Analysis**

Spring. 4 credits. Not offered 1996-97.]

#### **MUSIC 657-658 Composition**

657, fall; 658, spring. 4 credits each term.  
F 1:25-4:00 p.m. plus 1 hour to be arranged. R. Sierra, S. Stucky.

#### **MUSIC 674 German Opera (also German Studies 672)**

Fall. 4 credits. A. Groos.  
See German Studies for description.

#### **[MUSIC 677 Mozart: His Life, Works, and Times (also German 757)**

Fall. 4 credits. Not offered 1996-97.]

#### **[MUSIC 680 Topics in Ethnomusicology**

Spring. 4 credits. M. Hatch. Not offered 1996-97.]

#### **[MUSIC 681 Seminar in Medieval Music**

Fall. 4 credits. M 1:25-4:00. Not offered 1996-97.]

#### **MUSIC 684 Seminar in Renaissance Music**

Fall. 4 credits. W 1:25-4:25.  
R. Harris-Warrick.  
Topic: the music of Josquin Desprez and his contemporaries.

#### **[MUSIC 686 Seminar in Baroque Music**

Spring. 4 credits. Not offered 1996-97.  
R. Harris-Warrick.]

#### **MUSIC 688 Seminar in Classical Music**

Spring. 4 credits. N. Zaslav.  
Bibliographical, musical, and conceptual aspects of the Köchel Catalogue of Mozart's works. Students will study what has been done in the two centuries since Mozart's death and attempt to resolve a variety of problems about the nature and extent of his music.

#### **[MUSIC 689 Seminar in Music of the Romantic Era**

Fall, spring. 4 credits. Not offered 1996-97.]

#### **[MUSIC 690 Seminar in Music of the Twentieth Century**

Spring. 4 credits. Not offered 1996-97.]

#### **MUSIC 691-692 Historical Performance**

691, fall; 692, spring. 4 credits each term.  
Prerequisite: permission of instructor.  
Hours to be arranged. Fall, M. Bilson; spring, M. Bilson and S. Monosoff.  
Lessons on the major instrument with supplementary study and research on related subjects.

#### **[MUSIC 693 Seminar in Performance Practice**

Fall or spring. 4 credits. Not offered 1996-97.]

#### **MUSIC 697-698 Independent Study and Research**

697, fall; 698, spring. Credit to be arranged. Staff.

#### **[MUSIC 785-786 History of Music Theory**

785, fall; 786, spring. 4 credits each term. Not offered 1996-97.]

#### **MUSIC 787 History and Criticism**

Spring. 4 credits. A. Richards.  
Topic for 1997: Crossing the Classic/Romantic Divide. An introduction to late 18th- and early 19th-century German aesthetics and music criticism, considering the impact of English thought and literature on German aesthetics of the period, and questioning

notions of periodization and the canon, specifically the problematic division between 'classical' and 'romantic' as it has been applied to the repertory from this period. Topics include the sublime and the beautiful, the picturesque and the grotesque, landscape aesthetics and the English garden, *Witz* and the fragment, fantasy, constructions of gender, and Gothic horror.

#### **[MUSIC 789 Liturgical Chant in the West**

Spring. 4 credits. Not offered 1996-97.]

## **NEAR EASTERN STUDIES**

R. Brann, chair; C. Baker, H. Berg, S. Gutman, B. Hamad, D. I. Owen (director of the Program of Jewish Studies); L. Peirce, D. Powers, G. Rendsburg (director of graduate studies); N. Scharf, (co-director of undergraduate studies); S. Shoer, S. Tamari, J. Teitelbaum, M. Younes (co-director of undergraduate studies)

Joint faculty: M. Bernal, S. H. Nasr (A. D. White Professor-at-Large); S. Telhami

### **The Department**

The Department of Near Eastern Studies (360 Rockefeller Hall, 255-6275) offers courses in the archaeology, civilization, history, languages, and literatures of the Near East. Students are encouraged to take an interdisciplinary approach to the cultures of this region, which has had an important impact on the development of our own civilization, and which plays a vital role in today's world community. The department's course offerings treat the Near East from ancient times to the modern period and emphasize methods of historical and literary analysis.

### **Distribution Requirements**

Any two Near Eastern Studies history or archaeology courses at the 200, 300 or 400 level that form a reasonable sequence or combination satisfy the distribution requirement in the social sciences/history. Any two Near Eastern Studies civilization or literature courses at the 200, 300, or 400 level that form a reasonable sequence or combination satisfy the distribution requirement in the humanities. NES 197 or NES 198 plus any other Near Eastern studies course will constitute a sequence to fulfill the distribution requirement in either social sciences/history or humanities, depending on the second course used in combination with 197 or 198. All 200 or 300-level language courses may fulfill the humanities requirement.

### **The Major**

The precise sequence and combination of courses chosen to fulfill the major is selected in consultation with the adviser. All majors must satisfy the following requirements (no course may be used to satisfy two requirements; S-U options not permitted):

- A. Qualification in two Near Eastern Studies languages or Proficiency in one.
- B. Nine three- or four-credit NES courses, which must include the following:
  1. NES 197 or 198. (When NES 197-198 are not offered, students may substitute a third 200-level survey course with the approval of the director of undergraduate studies.

2. Two 200-level NES survey courses, one whose chronological parameters fall within the period 3000 B.C.E. to 600 C.E., and one whose chronological parameters fall within the period 600 C.E. to the present. The following are examples (a complete list can be obtained in the department office):

3000 B.C.E. to 600 C.E.

NES 223, Introduction to the Bible

NES 263, Introduction to Biblical History and Archaeology

NES 248, Introduction to Classical Jewish History

600 C.E. to the present

NES 233, The Lyrics of Love and Death: Medieval Hebrew and Arabic Poetry in Translation

NES 257, Islamic History 600-1258

NES 258, Islamic History 1258-1914

NES 294, Modern History of the Near East

3. At least two NES courses at the 300 level or above (only one of which may be NES 301, 302, 311, or 312).

Prospective majors should discuss their plans with the director of undergraduate studies before formally enrolling in the department. To qualify as a major, a cumulative grade average of C or better is required.

**Honors.** Candidates for the degree of Bachelor of Arts with honors in Near Eastern Studies must fulfill the requirements of the appropriate major study and enroll in the honors course, NES 499, in the fall and spring semesters of their senior year. For admission to the honors program, candidates must have a cumulative average of B+ or better and have demonstrated superior performance overall in Near Eastern Studies courses. After consulting their major adviser, candidates should submit an outline of their proposed honors work to the department **during the second semester of their junior year.**

**Study abroad.** Near Eastern Studies majors may choose to study in the Near East in their junior year. There are various academic programs in the countries of the Near East that are recognized by the Department of Near Eastern Studies and that allow for the transfer of credit. Archaeological field work on Cornell-sponsored projects in the Near East or recognized field schools in Israel may also qualify for course credit.

## Freshman Seminar

### [NES 127 What's Love Got To Do With It? Marriage and Courtship in the Hebrew Bible]

Spring. 3 credits. Freshman Seminar. Enrollment limited to 17 students. Not offered 1996-97. C. Smith.]

### NES 143 Jewish Travelers Through the Ages

Fall. 3 credits. Enrollment limited to 17 students. A. Brener.

The highroads of history are always a fascinating place, and never more so than in the first-hand accounts that have come down to us from Jewish travelers throughout the ages. These accounts, most written originally in Hebrew, open a window upon Jewish life not always visible in the standard texts of

classical Judaism. Over the course of the semester we will meet with a wide variety of Jewish wayfarers, following them into the farthestmost reaches of the then-known world and learning much about their history and culture in route. We will also have a chance to trace the origins of certain key legends in Judaism, such as the Sambation River and the Lost Ten Tribes, and to experience their impact upon the medieval imagination.

Special attention will be given to the use of language and metaphor in these works and to the way in which Biblical narrative helped shape their creation. The reading of first-hand accounts will be interspersed with short stories and poems that give creative expression to the sensibilities and experience of the twentieth century and ponder the essence of searching and quest. Each text will be placed in its proper historical context through class discussions and short reading assignments. All readings in English.

## Language Courses

### NES 101-102 Elementary Modern Hebrew I and II (also Jewish Studies 105-106)

101, fall; 102, spring. 6 credits each term.

Prerequisite for NES 102: 101 or permission of instructor. Satisfactory completion of NES 102 fulfills the qualification portion of the language requirement. Enrollment limited to 15 students in each section. S. Shoer.

Intended for beginners. This course provides a thorough grounding in reading, writing, grammar, oral comprehension and speaking. Students who complete the course will be able to function in basic situations in a Hebrew-speaking environment.

### NES 111-112 Elementary Arabic I and II

111, fall; 112, spring. Enrollment limited to 15 in each session. 6 credits each term.

Prerequisite for Arabic 112: Arabic 111 or permission of instructor. M. Younes.

The course provides a thorough grounding in all language skills: listening, speaking, reading, and writing. It starts with spoken Arabic and gradually integrates Modern Standard Arabic in the form of listening and reading texts. Emphasis will be on learning the language through using it in meaningful contexts. The student who successfully completes the two-semester sequence will be able to: 1) understand and actively participate in simple conversations involving basic practical and social situations (introductions, greetings, school, home and family, work, simple instructions, etc.) 2) read Arabic material of limited complexity and variety (simple narrative and descriptive texts, directions, etc.) 3) write notes and short letters describing an event or a personal experience. An important objective of the course is to familiarize students with basic facts about the geography, history, and culture of the Arab world.

### NES 201-202 Intermediate Modern Hebrew I and II (also Jewish Studies 201-202) @

201, fall; 202, spring. Enrollment limited to 15 students in each Section. 4 credits each term.

Prerequisites for NES 201, 102 or permission of instructor; for NES 202, 201 or permission of instructor. N. Scharf.

A sequel to NES 101-102. Continued development of reading, writing, grammar, oral comprehension, and speaking skills. The course introduces Hebrew literature and

Israeli culture through the use of texts and audio-visual materials.

### NES 211-212 Intermediate Arabic I and II @

211, fall; 212, spring. Enrollment limited to 15 students in each section. 4 credits each term. Prerequisites: for NES 211, one year of Arabic or permission of instructor; for NES 212, 211 or permission of instructor. M. Younes, B. Hamad.

A sequel to NES 111-112. Continued development of the four language skills through extensive use of graded materials on a wide variety of topics. Increasing attention will be given to developing native-like pronunciation and to grammatical accuracy, but the main focus will be on developing communication skills. The student who successfully completes 212 will be able to: 1) understand and express himself or herself in Arabic in situations beyond the basic needs; 2) read and comprehend written Arabic of average difficulty; 3) write a letter, a summary of a report or a reading selection. An appreciation of Arabic literature and culture will be sought through the use of authentic materials.

### [NES 217-218 Intermediate Turkish I and II @]

217, fall; 218, spring. Limited to 15 students. 4 credits each term. Not offered 1996-97. L. Peirce.]

### NES 301-302 Advanced Modern Hebrew I and II (also Jewish Studies 301-302) @

301, fall; 302, spring. Limited to 15 students. 4 credits each term. Prerequisite for NES 301: 202 or equivalent, with permission of instructor. Prerequisite for NES 302: 301 or equivalent, with permission of instructor. This sequence may be used to fulfill the humanities distribution requirement in literature. Limited to 15 students. N. Scharf.

Advanced study of Hebrew through the analysis of literary texts and expository prose. This course employs a double perspective: language is viewed through literature and literature through language. Students will develop composition skills by studying language structures, idioms, and various registers of style.

### NES 311 Advanced Arabic I @

Fall. 4 credits. Prerequisite: NES 212 or permission of instructor. Limited to 15 students. B. Hamad.

Students will be introduced to authentic, unedited Arabic language materials ranging from short stories and novels to political speeches and writings. Emphasis will be on developing fluency in oral expression through lively discussions of socially and politically provocative issues that are presented in the reading selections. A primary objective will be increased accuracy in pronunciation and grammar.

### [NES 312 Advanced Arabic II @]

Spring. 4 credits. Limited to 15 students. Prerequisite: NES 311, or permission of instructor. B. Hamad.

An advanced course in Arabic literary texts, taught in the Arabic language. Using exercises and drills in *Arabic for Advanced Learners*, this course seeks to: 1) acquaint the student with a body of authentic literary texts chosen for their cultural significance and appropriateness for the student's reading

ability; 2) introduce the student to some important literary and grammatical analysis of these texts; 3) hone his or her ability in modern Arabic oral presentation and written composition. Educational and cultural videos may be used to illustrate some of the materials presented in class.

**NES 315 Arabic Writing @**

Fall. 4 credits. Enrollment limited to 15 students. B. Hamad.

This course satisfies the needs of students (native and non-native speakers of Arabic) who have completed at least four semesters of Arabic study at the college level. We will deal with a wide range of authentic materials chosen for their cultural significance and appropriateness for student abilities. Emphasis will be placed on developing writing skills through analysis of the structure of the language, particularly its syntax and morphology. Writing tasks will include dictation, translation from English into Arabic (and vice versa), as well as guided and free composition, such as writing personal and business letters, summaries, and short reports.

**[NES 330-331 Hieroglyphic Egyptian I and II @ #**

330, fall; 331, spring. 4 credits. Not offered 1996-97. G. Rendsburg.]

**[NES 333-334 Elementary Akkadian I and II (also NES 633-634) @ #**

333, fall; 334, spring. 4 credits each term. Prerequisite for NES 334: 333 or permission of instructor. Prerequisite for NES 634: 633 or permission of instructor. Not offered 1996-97. D. Owen.]

**[NES 335-336 Readings in Akkadian Texts (also NES 635-636) @ #**

635, fall; [636, spring]. 4 credits. Prerequisite for NES 336: 333-334. Prerequisite for 636: 633-634. Not offered 1996-97. D. Owen.]

**[NES 337-338 Ugaritic I and II @ #**

337, fall; 338, spring. 4 credits. Prerequisite: Knowledge of another Semitic language (preferably Hebrew). Not offered 1996-97. G. Rendsburg.]

**[NES 412 Introduction to Arabic Linguistics (also DMLL 512) @ #**

Spring. 4 credits. Prerequisites: one year of Arabic and an introductory course in linguistics or permission of instructor. Not offered 1996-97.]

**NES 416 Structure of the Arabic Language (also LING 416) @**

Spring. 4 credits. Prerequisite: NES 112 or one year of Arabic. M. Younes.

The course deals with the history of Arabic and its place in the Semitic language family, the sociolinguistic situation in the Arab world (diglossia), Arabic phonology (sounds, emphasis, syllable structure, and related processes), morphology (verb forms and derivational patterns), and syntax (basic sentence structures, cases, and moods).

**[NES 420 Readings in Biblical Hebrew Prose (also JWST 420 and RELST 420) @ #**

Fall. 4 credits. Prerequisite: one year of Hebrew, Biblical or modern. Course may be repeated for credit. Not offered 1996-97. G. Rendsburg.]

**[NES 433 Introductory Sumerian I (also NES 631) @ #**

Spring. 4 credits each semester. Prerequisite: permission of instructor. Not offered 1996-97. D. Owen.]

**[NES 434 Introductory Sumerian II (also NES 632) @ #**

Spring. 4 credits. Prerequisite: NES 433/631. Not offered 1996-97. D. I. Owen.]

**NES 435-436 Aramaic I-II (also JWST 435-436) @ #**

435, fall; 436, spring. 4 credits each term. Prerequisite: knowledge of Hebrew. Enrollment limited to 15 students. G. Rendsburg.

A two-semester sequence in the Aramaic language. A panoply of Aramaic materials is read during the course, including selections from ancient Aramaic inscriptions, the biblical books of Ezra and Daniel, Qumran texts, the Targumim, and the Talmudim. Explanations of grammar, syntax, and vocabulary will be based on the linguistic data that occur in the readings.

**[NES 625 West Semitic Inscriptions**

Fall. 4 credits. Prerequisite: knowledge of Hebrew. Not offered 1996-97. G. Rendsburg.]

**[NES 631 Introductory Sumerian I (also NES 433)**

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 1996-97. D. Owen.]

**[NES 632 Introductory Sumerian II (also NES 434)**

Spring. 4 credits. Not offered 1996-97. D. I. Owen.]

**[NES 633-634 Elementary Akkadian I and II (also NES 333-334)**

633, fall; 634, spring. 4 credits each term. Prerequisite for NES 634: 633 or permission of instructor. Not offered 1996-97. D. Owen.]

**[NES 635-636 Readings in Akkadian Texts (also NES 635)**

635, fall; [636, spring]. 4 credits. Not offered 1996-97. D. Owen.]

**[NES 637-638 Ugaritic I and II (also NES 337-338)**

337, fall; 338, spring. 4 credits. Prerequisite: Knowledge of another semitic language (preferably Hebrew). Not offered 1996-97. G. Rendsburg.]

## Archaeology

**[NES 261 Ancient Seafaring (also Archaeology 275) @ #**

Spring. 3 credits. Not offered 1996-97. D. Owen.]

**[NES 263 Introduction to Biblical History and Archaeology (also Archaeology 263, Jewish Studies 263, and Religious Studies 264) @ #**

Spring. 3 credits. Not offered 1996-97. D. Owen.]

**[NES 264 Agriculture and Society in the Ancient Near East @ #**

Spring. 3 credits. Not offered 1996-97. D. Owen.]

**[NES 361 Interconnections in the Eastern Mediterranean World in Antiquity @ #**

Fall. 4 credits. Not offered 1996-97. D. Owen.]

**[NES 366 The History and Archaeology of the Ancient Near East (also Archaeology 310) @ #**

Fall. 4 credits. Not offered 1996-97. D. Owen.]

**[NES 367 The History and Archaeology of Ancient Egypt @ #**

Fall. 4 credits. Not offered 1996-97. D. Owen.]

## Civilization

**[NES 197-198 Introduction to Near Eastern Civilization (also Jewish Studies 197 and Religious Studies 197-198) @ #**

Fall. 3 credits each term. Required for all NES department majors. NES 197 or 198 and any other NES course will constitute a sequence to fulfill the distribution requirement in either the social sciences or humanities, depending on the second course used in combination with NES 197 or 198. Not offered 1996-97. R. Brann.]

**NES 234 Arabs and Jews: Cultures in Confluence and Conflict (also JWST 234, RELST 234, and COM L 234) @ #**

Fall. 3 credits. R. Brann.

This course examines the cultural and historical interaction between Arabs and Jews from the emergence of Islam in the seventh century down to the contemporary Middle East. The first part of the course will focus on the period of classical Islamic civilization and medieval Judaism under the orbit of Islam. The interaction of the two cultures (scriptural, spiritual, intellectual, literary, communal, and interpersonal) will be studied through readings of primary texts (in translation). The second part of the course deals with the cultural reawakening and the development of national consciousness of the two peoples in the last two centuries, discussing in detail the evolution of the conflict between Arabs and Jews in the Middle East and the ways in which that conflict is reflected in cultural life. We will also consider the role of historical memory in the modern conflict in light of the record of pre-modern interaction.

**NES 251 Introduction to Islam: Religion, Politics, and Society (also RELST 252) @ #**

Spring. 3 credits. H. Berg.

In this course we shall examine the Islamic religious tradition from its inception to the present. The first part of the course will focus on the message and style of the Qur'an, the life and experience of the Prophet Muhammad, and the major beliefs and practices of Islam. We shall then turn to political, religious, and legal developments in the early centuries of Islam. The third part of the course will deal with theological, philosophical, and mystical movements in the Islamic empire. Finally, we will examine a few specific modern social issues and political movements, such as feminism and Islam, the rise of fundamentalism, and African-American Muslim movements.

**NES 296 Gender and Sexuality in Early Christianity (also RELST 297) @ #**

Spring. 3 credits. C. Baker.

In this course we will explore varieties of early Christianity through the lens of gender and sexuality. We will examine the ways in which ideas and images of masculinity, femininity, and gender ambiguity were used by early Christian writers in shaping their

messages and refuting their opponents. Asceticism and celibacy, veiling and unveiling, cross-dressing and Gnostic androgyny will be among the topics considered, and our sources will range from the New Testament and Church Fathers to Jewish Midrash, Greek medical texts, and Roman Catacomb graffiti. Current interdisciplinary studies on gender, ideology, sexuality, and power will aid us in developing our analytical approaches to the ancient materials.

**[NES 281 Gender and Society in the Muslim Middle East (also Religious Studies 281, Women's Studies 281) @ #**

Spring. 3 credits. Limited to 20 students. Not offered 1996-97. L. Peirce.]

**NES 298 Contemporary Palestinian Society (also GOVT 252) @**

Spring. 3 credits. S. Tamari.

A survey of the social dynamics of Palestinian society in the twentieth century, including the centrality of the land question and conflict with the movement to create a Jewish national home; the formation of Palestinian national identity in the context of Mediterranean, Arab, Islamic, and regional forces; class, faction, and kinship as determinant forces in the evolution of modern Palestine; the two Palestinian formations: the Palestinian diaspora and "native" society; state formation and civil society in the post-Oslo period.

**NES 339 Muslims, Christians, and Jews in Islamic Spain: Literature and Society (also JWST 339, COM L 334, RELST 334, SPANL 339) @ #**

Spring. 4 credits. R. Brann.

Islamic Spain was a frontier society comprising six distinct ethnic-religious communities: Arabs, *muwalladun* (native descendants of Iberian converts to Islam), Berbers, *musta'ribun* (Arabized Christians), Jews and "Slavs" (European slave soldiers and their descendants). This course will examine the literature, culture, and society of al-Andalus (Islamic Spain) from the Umayyad emirate until the close of the Reconquista (711-1248). The development of Arabic (and Hebrew) poetry will be surveyed with focus on style, genres, and motifs. Conflicting theories of the origin and identity of Hispano-Arabic poetry and culture will also be considered.

**[NES 344 Seminar on Jewish Mysticism (also RELST 344 and JWST 342) #**

Fall. 4 credits. Enrollment limited to 20 students. Not offered 1996-97. Staff.

This course will deal with an intensive study of certain essential problems in the history of Jewish mysticism from the Rabbinic period to the early Middle Ages. Knowledge of Hebrew is not required.]

**NES 345 Gender and Judaism (WOMNS 347, RELST 343 and JWST 347)**

Spring. 4 credits. Enrollment limited to 25 students. C. Baker.

How does Judaism structure the roles of women and men differently? What are the historical roots of these roles and their various contemporary manifestations? How are traditional roles and symbols of both women and men being questioned by the contemporary Jewish feminist movement? This course offers a view of Judaism through the lens of contemporary gender issues, with a particular emphasis on the feminist revisioning of Judaism. We will begin with an introduction to Judaism as a religious tradition of women and men, and then discuss specific issues in

greater depth, presenting both origins and historical development and contemporary images and practice. Issues covered will include the differing roles of women and men in traditional Judaism, the gendered body in Judaism, Jewish feminism, family and sexuality, and the gender of God.

**[NES 351 Introduction to Islamic Law (also NES 651, RELST 350, HIST 372/652) @ #**

Spring. 4 credits. Enrollment limited to 20 students. Not offered 1996-97. D. Powers.]

**[NES 357 Islamic Law and Society @**

Fall. 4 credits. Not offered 1996-97. D. Powers.]

**NES 397 Problems of Urbanization in the Middle East (also CRP 495 Sec. 28) @**

Spring. 4 credits. Enrollment limited to 20 students. S. Tamari.

The urban question in a Middle Eastern context; the debate about the Islamic city; theoretical paradigms from third world urbanization; the cultural dynamics of Middle Eastern cities; rural-urban migrations and their impact on the morphology of the Middle Eastern city; the informal economy; case studies from the Maghreb countries; Egypt, Turkey, Iran, and the Arab Levant.

**[NES 639 Muslims, Christians and Jews in Islamic Spain: Literature and Society (also COM L 639 and SPANL 699)**

Spring. 4 credits. Not offered 1996-97. R. Brann.]

## History

**NES 244 Introduction to Ancient Judaism (also JWST 244 and RELST 244) @ #**

Spring. 3 credits. Enrollment limited to 140 students. G. Rendsburg.

This course focuses on the development of Judaism as a religion and as a civilization in antiquity. Particular emphasis is placed on theological development culminating in monotheism, the role of the covenant, law and society, sacrifice and prayer as modes of worship, and similar topics. Jewish civilization is placed within the context of ancient civilizations (Canaan, Egypt, Babylon, Persia, Greece, Rome). Texts to be studied include selections from the Bible, the Apocrypha, the Dead Sea Scrolls, Josephus, and the Mishnah. All readings in English translation.

**NES 248 Introduction to Classical Jewish History (also RELST 248 and JWST 248) @ #**

Fall. 3 credits. C. Baker.

A survey of the major developments in Jewish history between the destruction of the first temple in 586 B.C.E. to the rise of Islam. Topics will include the return under Ezra and Nehemiah; the encounter with Hellenism; the Antiochene persecutions; the growth of Roman influence; the rebellion of 70 C.E.; the rise of such Jewish groups as the Sadducees, Pharisees, and Essenes; the conflict with early Christianity; and the nature of rabbinic Judaism.

**NES 249 Introduction to Modern Jewish History (also JWST 245) #**

Spring. 3 credits. Staff.

A survey of the major developments in Jewish history between the expulsion from Spain (1492) until 1950. Topics will include the

growth of mysticism and Hasidism; the development of Eastern European Jewry; the impact of emancipation; the rise of Jewish pluralism, e.g., Reform Judaism, Conservative Judaism, Neo-Orthodoxy; the character of modern anti-Semitism; the origins and growth of American Jewry; and the beginnings of political Zionism.

**[NES 257 Islamic History: 600-1258 (also HIST 254 and RELST 257) @ #**

Fall. 3 credits. Not offered 1996-97. D. Powers.]

**NES 258 History of the Near East 1250-1914 (also HIST 248 and RELST 258) @ #**

Fall. 3 credits. L. Peirce.

This course will survey the major developments in Islamic social, political, and cultural history from the Mongol conquest until modern times. We will examine the impact of nomadic invasions and steppe culture on sedentary society in the Near East and the rise of the great states characteristic of the post-Mongol period. We will also analyze the categories that have traditionally been used to define social structure in Islamic society. Throughout we will be concerned with contacts with Europe and will examine the validity of the model of the "rise" of the West and the "decline" of the Islamic world. The course will conclude by looking at the rise of nationalism as background to current issues in the Near East.

**[NES 261 Ancient Seafaring (also Archaeology 275) @ #**

Spring. 3 credits. Not offered 1996-97. D. Owen.]

**[NES 264 Agriculture and Society in the Ancient Near East @ #**

Spring. 3 credits. Not offered 1996-97. D. Owen.]

**NES 294 Modern History of the Near East: Changing Politics, Society, and Ideas (also Government 358 and JWST 294) @**

Fall. 4 credits. Fulfills the college distribution requirement in history or the social sciences. J. Teitelbaum.

This introductory course is designed to acquaint students with the main political, social, and cultural trends that have shaped the modern and contemporary history of the Near East. While discussing developments in the region during the nineteenth and twentieth centuries, the lectures will focus on such themes as modernization, nationalism, Islamic response, and Arab politics in global and regional contexts. The course does not presuppose any knowledge of Near Eastern languages.

**NES 324 The History of Early Christianity (also JWST 344, RELST 325) #**

Fall. 4 credits. C. Baker.

History of Christianity in the Roman Empire from its beginning in the New Testament period to the Council of Chalcedon. Emphasizing primary sources (both textual and archaeological/iconographic), the course treats the socio-cultural changes in Christian communities, as well as developments in Christian "orthodoxy" and "heretical" movements (e.g., Gnostics); the role of Greek philosophy in shaping Christian thought; martyrdom and persecution; asceticism, monasticism, and holy persons; Christian views of political and social responsibility.



**NES 347 Seminar on 19th-Century Jewish Intellectual History (also RELST 346 and JWST 346)**

Spring. 4 credits. Enrollment limited to 20 students. Staff.

This seminar aims to explore in depth the main intellectual currents that impacted upon and altered the course and shape of Jewish history, primarily in its western European context, in the 19th century. Among the subjects to be covered are: the Kantian metaphysical and ethical challenge; the Hegelian challenge and the impact of historicism; biblical criticism; the rise of religious reform; the *Wissenschaft des Judentums*; the rise and importance of Jewish nationalism-Zionism; the rise of and response to modern antisemitism.

**[NES 351 Introduction to Islamic Law (also NES 651, RELST 350, HIST 372/652) @ #**

Spring. 4 credits. Enrollment limited to 20 students. Not offered 1996-97. D. Powers.]

**[NES 353 Politics and Culture in Late Medieval Central Asia and the Near East (also HIST 317) @ #**

Fall. 4 credits. Not offered 1996-97. L. Peirce.]

**[NES 361 Interconnections in the Eastern Mediterranean World in Antiquity @ #**

Fall. 4 credits. Not offered 1996-97. D. Owen.]

**[NES 366 The History and Archaeology of the Ancient Near East (also Archaeology 310) @ #**

Fall. 4 credits. Not offered 1996-97. D. Owen.]

**[NES 367 The History and Archaeology of Ancient Egypt @ #**

Fall. 4 credits. Not offered 1996-97. D. Owen.]

**NES 391 International Relations of the Ancient Near East, 3500-500 BCE (also GOVT 355)**

Spring. 4 credits. M. Bernal.

In this course we shall consider a number of international systems in Southwest Asia, Northeast Africa and Southeast Europe during these three millennia. The course will focus on three systems: that of the city states of Mesopotamia and Syria in the 3rd millennium BCE; the concert of powers centered on Egypt in the Late Bronze Age (1500-1200 BCE); and the period of Phoenician hegemony (1100-750 BCE). Both internal political structures and external relations will be considered, as well as possible correlations between the two. Attention will also be paid to the importance of the sociology of knowledge in modern studies of these societies and systems.

**NES 395 International Relations of the Middle East (also GOVT 392) @**

Fall. 4 credits. S. Telhami.

This course will examine patterns of international relations in the Middle East in the 20th century, with special reference to the Arab-Israel and Iran-Iraq conflicts. These conflicts will be treated as part of a Middle East system, whose other main elements are the interaction between domestic and external politics, inter-Arab relations, and the involvement of extra-regional powers.

**NES 399 Palestinian Nationalism (also GOVT 395) @**

Spring. 4 credit. Enrollment limited to 25 students. Prerequisites: NES 294 or permission of instructor. J. Teitelbaum.

A survey of the development of Palestinian nationalism from the late Ottoman period until the current peace process. Special emphasis will be placed on the manner in which domestic and international political processes, along with social and economic factors, contributed to the crystallization of a sense of a separate and unique Palestinian identity and consciousness. Readings will include selections from Palestinian literature in English translation.

**[NES 418 Seminar in Islamic History: Muhammad and the Rise of Islam (also HIST 460/660, NES 618, and RELST 418) @ #**

Fall. 4 credits. Enrollment limited to 20 students. Prerequisite: NES 257 or 258, or permission of instructor. Not offered 1996-97. D. Powers.]

**[NES 451 Seminar in Islamic History 600-750 (also HIST 461/671, NES 650, and RELST 451) @ #**

Spring. 4 credit. Enrollment limited to 25 students. Prerequisite: NES 257 or 258, or permission of instructor. Not offered 1996-97. D. Powers.]

**[NES 456 Sexuality, Society and the State in the Near East (also History 457 and Women's Studies 455) @**

Spring. 4 credits. Prerequisite: Permission of the instructor. Limited to 15 students. Not offered 1996-97. L. Peirce.]

**NES 459 Women, Men and the Law in Muslim Court (also WOMNS 458, RELST 459, HIST 457/657 and NES 655) @ #**

Fall. 4 credits. Prerequisites: Previous course in Islamic Studies helpful but not essential. Enrollment limited to 15 students. L. Peirce.

This course examines relations between women and men by focusing on the manner in which one 16th-century community in the Muslim Middle East functioned through its court. By analyzing actual court cases, we will explore issues such as marriage and divorce, property rights, sexuality and its regulation, access to communal and domestic space and the control of knowledge. We will be particularly interested in the question of whether normative codes of law (religious, state) were compatible with the individual's sense of moral worth and self interest; hence we will also be concerned with relations between the individual and the community, and between the community and the state.

**[NES 618 Seminar in Islamic History: Muhammad and the Rise of Islam (also HIST 460/660, NES 418, and RELST 418)**

Fall. 4 credits. Prerequisite: NES 257 or 258, or permission of instructor. Enrollment limited to 20 students. Not offered 1996-97. D. Powers.]

**[NES 650 Seminar in Islamic History: 600-750 (also HIST 461/671, NES 451, and RELST 451) @ #**

Spring. 4 credit. Not offered 1996-97. D. Powers.]

**[NES 651 Introduction to Islamic Law (also NES 351, RELST 350, HIST 372/652)**

Spring. 4 credits. Enrollment limited to 20 students. Not offered 1996-97. D. Powers.]

**NES 655 Women, Men and the Law in Muslim Court (also WOMNS 458, RELST 459, HIST 457/657 and NES 459)**

Fall. 3 credits. Prerequisites: previous course in Islamic Studies helpful but not essential. Enrollment limited to 15 students. L. Peirce.

For description, see NES 459 under Near Eastern History.

**Literature****NES 213 Qur'an in Translation (also RELST 213) @ #**

Spring. 3 credits. H. Berg.

This course examines the sacred book of the Muslims, the Qur'an, and for the purpose of contextualization the life of their Prophet Muhammad. The Qur'an's transmission and form, as well as its major themes, such as God, humanity, prophethood, and the hereafter will be explored. The course will then deal with the theological and mystical interpretations of the Qur'an and the life of Muhammad. The Qur'an's role in art, politics and personal piety of Muslims will also be examined. Finally, the course will discuss some of the recent theories about the origin of the Qur'an and the life of Muhammad, such as those by R. Bell, J. Burton, and J. Wansbrough.

**[NES 220 The Greek New Testament (also CLASS 202 and RELST 202) #**

Spring. 3 credits. Prerequisite: at least one year of ancient Greek (Classics 101-103) or permission of instructor. Not offered 1996-97. L. Kant.]

**[NES 223 Introduction to the Bible (also JWST 223 and RELST 223) @ #**

Fall. 3 credits. Not offered 1996-97. G. Rendsburg.]

**NES 227 Introduction to the Prophets (also JWST 227 and RELST 227) @ #**

Fall. 3 credits. Enrollment limited to 140 students. G. Rendsburg.

This course will introduce students to the period of Israel's history which produced the prophetic literature, ca. 1000-400 B.C.E., and to the stories and books of Israel's prophets, with specific reference to theological and literary issues. Also included in the course is a discussion of several other texts (book of Job, Psalm 137, etc.); even though these sources fall outside the corpus of the biblical prophets, they react to the same issues and events.

**[NES 228 Genesis (also Near Eastern Studies 628, Jewish Studies 228 and Religious Studies 228) @ #**

Spring. 3 credits. Prerequisite: knowledge of Hebrew. Not offered 1996-97. G. Rendsburg.]

**[NES 233 The Lyrics of Love and Death: Medieval Arabic and Hebrew Poetry and Narrative [In Translation] (also Comparative Literature 333 and Jewish Studies 233) @ #**

Spring. 3 credits. Not offered 1996-97. R. Brann.]

**NES 315 Arabic Writing @**

Fall. 4 credits. B. Hamad.

For description, see NES 315 under Near Eastern Language.

**NES 339 Muslims, Christians, and Jews in Islamic Spain: Literature and Society (also JWST 339, COMP LIT 334, RELST 334, SPAN LIT 339) @ #**

Spring. 4 credits. R. Brann.

For description, see NES 339 under Near Eastern Studies Civilization.

**NES 400 Seminar in Advanced Hebrew (also JWST 400) @**

Fall and spring. 4 credits. Prerequisite: NES 302/JWST 302 or permission of instructor. Enrollment limited to 15 students. N. Scharf.

Continuation of work done in NES/JWST 302, with less emphasis on the study of grammar. We will read and discuss texts of cultural relevance, using articles published in Israeli newspapers and works by authors in each of the three principal genres: poetry, theater and novels. The course may be repeated for credit with permission of instructor.

**[NES 402 Seminar in Hebrew Literature and Poetics (also Jewish Studies 402) @ #**

Spring. 4 credits. Prerequisites: NES 301 or equivalent and permission of instructor. Not offered 1996-97. R. Brann.]

**[NES 420 Readings in Biblical Hebrew Prose (also JWST 420 and RELST 420) @ #**

Fall. 4 credits. Not offered 1996-97. G. Rendsburg.]

**[NES 421 Readings in Biblical Hebrew Poetry (also JWST 421 and RELST 423) @ #**

Spring. 4 credits. Prerequisite for NES 421: one year of Biblical or Modern Hebrew. Course may be repeated for credit. Not offered 1996-97. G. Rendsburg.]

**[NES 428 Medieval Hebrew Biblical Exegesis (also JWST 428, NES 624, and RELST 428) @ #**

Fall. 4 credits. Prerequisite: permission of instructor. Enrollment limited to 20 students. Not offered 1996-97. R. Brann.]

**[NES 429 Readings in the New Testament (also English 429, COM L 429 and Religious Studies 429) #**

Not offered 1996-97.]

**[NES 432 Readings in Judeo-Arabic: Medieval Judeo Arabic and Hebrew Poetics (also Jewish Studies 482) @ #**

Spring. 4 credits. Prerequisite: Arabic 212, Hebrew 202, or equivalents. Designed for graduate students but open to undergraduates with permission of instructor. Entire sequence may be repeated for credit; readings will vary from year to year. Not offered 1996-97. R. Brann.]

**NES 620 Readings in Medieval Hebrew Poetry and Prose (also JWST 620)**

Fall and spring. 4 credits each semester. Prerequisite: permission of instructor. R. Brann.

Critical readings in medieval Hebrew lyrical and liturgical poetry and imaginative rhymed prose from tenth-century Muslim Spain to Renaissance and Baroque Italy. Course may be repeated for credit.

**[NES 624 Medieval Hebrew Biblical Exegesis (also JWST 428, and RELST 428)**

Fall. 4 credits. Prerequisite: permission of instructor. Enrollment limited to 10 students. Not offered 1996-97. R. Brann.]

**[NES 627 The Song of Songs (also Religious Studies 627 and Jewish Studies 627) @ #**

Fall. 4 credits. Prerequisite: knowledge of Hebrew. Not offered 1996-97. G. Rendsburg.]

**[NES 628 Genesis (also NES 228 and Jewish Studies 628)**

Fall. 4 credits. Not offered 1996-97. G. Rendsburg.]

**NES 630 Readings in Judeo-Arabic: Medieval Judeo-Arabic and Hebrew Poetics**

Fall and spring. 4 credits. Prerequisites: Arabic 212, Hebrew 202 or equivalents. Designed for graduate students but open to undergraduates with permission of instructor. May be repeated for credit; readings will vary from year to year. R. Brann.

This course will study the most important texts of Hebrew and Judeo-Arabic poetics composed during the Middle Ages, from 900 until 1200 for the neo-classical poetics of the Iraqi and Andalusian traditions, and later medieval poetic schools centering on the norms of Renaissance rhetoric down to 1600. How each tradition understood the distinction between secular and devotional poetry, and separated "truthful" from "feigning" verse will be examined. The course will also consider the relationship between poetry and music as defined by different compositional schools and how the poetics of the Hebrew Bible was re-read by each literary center. Finally, the interplay between intrinsic poetics and extrinsic poetic influences in Iraq, Spain, Provence and Italy will be studied.

**[NES 633-634 Elementary Akkadian I and II (also Near Eastern Studies 333-334)**

Fall, 633; spring, 634. 4 credits. Not offered 1996-97. D. Owen.]

**[NES 639 Muslims, Christians and Jews in Islamic Spain: Literature and Society (also COM L 639 and SPANL 699)**

Spring. 4 credits. Not offered 1996-97. R. Brann.]

**NES 499 Independent Study, Honors**

Fall and spring. Variable credit. Prerequisite: permission of instructor. Staff.

**[NES 635-[636] Readings in Akkadian Texts (also NES 335-[336])**

635, fall; [spring, 636]. 4 credits. Prerequisite for 636: 633-634. Prerequisite for 336: 333-334. Not offered 1996-97. D. Owen.]

**[NES 656 Readings in Classical Arabic Texts @ #**

Fall. 4 credits. Prerequisite: NES 311 or permission of instructor. D. Powers. Not offered 1996-97.]

**NES 491-492 Independent Study, Undergraduate Level**

Fall and/or spring. Variable credit. Prerequisite: permission of instructor.

**NES 691-692 Independent Study: Graduate Level**

Fall or spring. Variable credit. Prerequisite: permission of instructor.

**The Program of Jewish Studies**

The Program of Jewish Studies encompasses a broad spectrum of disciplines that includes civilization, history, language, literature, philology, and religion. The program offers students the opportunity to take a wide variety of courses in Jewish Studies whose subjects are not represented in the Department of Near Eastern Studies. Students interested in planning a program in Jewish Studies should consult with the director, Professor David A. Owen, 360 Rockefeller Hall. For complete listings and descriptions, see Program of Jewish Studies under "Special Programs and Interdisciplinary Studies."

**JWST 251 The Holocaust: The Destruction of European Jewry**

Fall. 3 credits. Enrollment limited to 100 students. H. Lupovitch.

**JWST 352 The Transformation of European Jewry**

Spring. 4 credits. H. Lupovitch.

**[JWST 450 Undergraduate Seminar in Recent American History (also History 440)**

Fall. 4 credits. Permission of instructor required. Not offered 1996-97. R. Polenberg.]

**JWST 478 Jewish-American Writing (also ENG 479 and AMER STS 479)**

Fall. 4 credits. Permission of the instructor required. Enrollment limited to 15 students. J. Porte.

**JWST 491-492 Independent Study: Undergraduate**

Fall or spring. Variable credit. Prerequisite: permission of instructor.

**JWST 499 Independent Study: Honors**

Fall and spring. Variable credit. Prerequisite: permission of instructor.

**Related Courses in Other Departments**

Africana Studies  
 Archaeology  
 Classics  
 Comparative Literature  
 Economics  
 English  
 German Studies  
 Government  
 English  
 History  
 History of Art  
 Medieval Studies  
 Modern Languages and Linguistics  
 Philosophy  
 Religious Studies  
 Romance Studies  
 Russian Literature  
 Society for the Humanities  
 Sociology  
 Women's Studies

**NEPALI**

See Modern Languages under Languages and Linguistics.

## PALI

See Modern Languages under Languages and Linguistics.

## PHILOSOPHY

T. H. Irwin, chair; R. N. Boyd, G. Fine, C. A. Ginet, H. Hodes (on leave spring 1997), K. Jones, S. MacDonald, R. W. Miller (on leave fall 1996), S. Shoemaker, J. Stanley, N. Sturgeon (on leave fall 1996), Z. Szabó. Emeritus: N. Kretzmann.

The study of philosophy provides students with an opportunity to become familiar with some of the ideas and texts in the history of thought while developing analytical skills that are valuable in practical as well as academic affairs. It affords the excitement and satisfaction that come from understanding and working toward solutions of intellectual problems. The curriculum includes offerings in the history of philosophy, logic, philosophy of science, ethics, social and political philosophy, metaphysics, and theory of knowledge. Any philosophy course numbered in the 100s or 200s is suitable for beginning study in the field. Sections of Philosophy 100 are part of the freshman writing seminar program; they are taught by various members of the staff on a variety of philosophical topics, and because of their small size (seventeen students at most) they provide ample opportunity for discussion. Students who want a broad introduction to philosophy may take Philosophy 101, but many students with special interests may find that the best introduction to philosophy is a 200-level course in some particular area of philosophy; such courses have no prerequisites and are usually open to freshmen.

## The Major

Students expecting to major in philosophy should begin their study of it in their freshman or sophomore year. Admission to the major is granted by the director of undergraduate studies of the department on the basis of a student's work during the first two years. Normally the student must have completed two philosophy courses with grades of B or better. Eight philosophy courses are required for the major. They must include at least one course in ancient philosophy (Philosophy 210 or 211, or a course with a large component on Plato or Aristotle), at least one course in classical modern metaphysics and epistemology (Philosophy 212 or a course on the empiricists, the rationalists, or Kant), and a minimum of three courses numbered above 300. Students admitted to the major after fall 1996 will be required to take a minimum of six philosophy courses numbered above 200, and may not count more than one section of Philosophy 100 toward the major. A course in formal logic (e.g., Philosophy 231), while not required, is especially recommended for majors or prospective majors.

Philosophy majors must also complete at least 8 credits of course work in related subjects approved by their major advisers. Occasionally majors may serve as teaching or research aides, working with faculty members familiar with their work.

**Honors.** A candidate for honors in philosophy must be a philosophy major with an average of B- or better for all work in the

College of Arts and Sciences and an average of B+ or better for all work in philosophy. In either or both terms of the senior year a candidate for honors enrolls in Philosophy 490 and undertakes research leading to the writing of an honors essay by the end of the final term. *Honors students normally need to take Philosophy 490 both terms of their senior year in order to write a satisfactory honors essay.* Philosophy 490 does not count toward the eight philosophy courses required for the major. Prospective candidates should apply at the philosophy department office, 218 Goldwin Smith Hall.

## Fees

In some courses there may be a small fee for photocopying materials to be handed out to students.

## Introductory Courses

These courses have no prerequisites; all are open to freshmen.

**Note:** Class meeting times are accurate at the time of publication. If changes are necessary, the department will provide new information as soon as possible.

## PHIL 100 Freshman Writing Seminars in Philosophy

Fall and spring. 3 credits. Consult the brochure listing freshman writing seminars prepared by the John S. Knight Writing Program.

## PHIL 101 Introduction to Philosophy (by petition for breadth requirement)

Fall and spring. 3 credits. Fall: T R 11:40–12:55. Z. Szabó.

An introduction to central topics of philosophy. We will discuss questions of epistemology (what can we know for sure? what is the difference between rational belief and dogmatism?), philosophy of mind (is your mind just the same as your brain? do you really have free will?), and ethics (what makes acts morally wrong? what social inequalities are unjust?) Readings will be chosen from classic and contemporary writers.

Spring: M W F 9:05–9:55. N. Sturgeon. This course will deal with a number of the central problems of philosophy, such as the existence of God, our knowledge of the external world, the mind-body problem, free will and the foundations of morality.

## PHIL 131 Logic, Evidence, and Argument

Fall. 3 credits. M W F 9:05–9:55. S. MacDonald.

An introduction to the concepts and skills central to critical reading and thinking. The course aims at providing a general understanding of the nature of reasoning and argument and developing skills for identifying, analyzing, and evaluating arguments found in ordinary language. Students are expected to attain facility with two different formal systems for representing and evaluating arguments—propositional logic and traditional syllogistic logic—and acquire the ability to apply these systems in the analysis and evaluation of ordinary reasoning. This course examines the nature and structure of argument with the aim of developing formal methods for analyzing and evaluating the sorts of reasoning we encounter and use in everyday discourse.

## PHIL 145 Contemporary Moral Issues

Spring. 3 credits. M W F 2:30–3:20. R. Miller.

An examination of central moral issues in American politics today. At what point, if any, is abortion wrong, and in what circumstances should it be legal? What should be done to reduce economic, racial and sexual inequalities? For example, is there a moral justification for affirmative action programs? for social welfare programs? What are the limits of the right to free speech? Do they protect pornography? racist speech? When is it right to go to war? What obligations do U.S. citizens have to immigrants? to people in poor countries? We will analyze the answers and arguments of moral philosophers, political leaders and judges, through both lectures and discussion sections.

## PHIL 201 Philosophical Problems

Fall. 4 credits. M W F 10:10–11:00. C. Ginet.

This course will discuss the following well-known puzzles: Zeno's paradoxes of motion (the Racecourse, the Arrow, the Stadium) and of plurality, the paradox of the heap, the paradox of the surprise examination, the prisoner's dilemma, Newcomb's problem, and the paradox of the liar. These puzzles present us with reasoning that is paradoxical in the sense that, although it seems clear that there must be something wrong with the reasoning, it is not easy to see what it is. Studying such puzzles is not only an intriguing exercise in itself but can show us interesting things about such basic concepts as those of space, time, motion, truth, knowledge, rational choice, and causation.

## [PHIL 210 Ancient Thought # 4 credits. Not offered 1996–7.]

## PHIL 211 Ancient Philosophy #

Fall. 4 credits. No prerequisites. T R 1:25–2:40. G. Fine.

This course explores the origins of Western philosophy, as it emerged in Ancient Greece and Rome. We will explore some of the central ideas of the presocratics, Socrates, Plato, Aristotle, and the post-Aristotelians (Epicureans, Stoics, and Sceptics). Questions to be considered include: What are the nature and limits of knowledge? How reliable is perception? What are the basic entities in the universe—atoms? Platonic Forms? Aristotelian substances? Is moral knowledge possible? Why be moral? What is the nature of happiness and what sort of life will make people happy? Do human beings have free will? This course has no prerequisites.

## PHIL 212 Modern Philosophy #

Spring. 4 credits. M W F 10:10–11:00. S. Shoemaker.

A survey of major philosophical problems in metaphysics and the theory of knowledge in seventeenth and eighteenth century European philosophy. Readings from Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant.

## [PHIL 213 Existentialism and Literature (also Comparative Literature 213) 4 credits. Not offered 1996–97.]

## [PHIL 214 Philosophical Issues in Christian Thought # 4 credits. Not offered 1996–97.]

**PHIL 231 Introduction to Formal Logic**

Fall. 4 credits. M W F 2:30-3:20.  
H. Hodes.

The logic of truth-functional connectives and the universal and existential quantifiers: analysis of English-statements in terms of a formal language; evaluation of deductive reasoning in terms of such an analysis.

**PHIL 241 Ethics (by petition for breadth requirement)**

Spring. 4 credits. M W F 1:25-2:15.  
T. H. Irwin.

Introduction to the philosophical study of major moral questions—for example: Are all values relative, or are there some objective moral values? Have we ever any good reason to care about the interests of other people? Do people have rights with which governments should not interfere, even to advance the general welfare? What inequalities are unjust? The course discusses general issues in moral philosophy, together with some of their implications for particular current moral controversies, such as the debates over abortion, reverse discrimination, and policies reducing economic inequality. Readings from major philosophers of the past, as well as contemporary sources.

**[PHIL 242 Social and Political Theory (by petition for breadth requirement) (also Government 260)]**

4 credits. Not offered 1996-97.]

**[PHIL 243 Aesthetics]**

4 credits. Not offered 1996-97.]

**[PHIL 244 Philosophy and Literature]**

4 credits. Not offered 1996-97.]

**PHIL 245 Ethics and Health Care**

Fall. 4 credits. Normally offered also in the six-week summer session. Open to sophomores, juniors, and seniors. M W F 11:15-12:05. K. Jones.

This course is an introduction to the ethical issues surrounding health care. Topic include: (1) the professional-patient relationship, (2) justice and access to health care, (3) autonomy, quality of life, personhood and their relation to issues such as abortion and euthanasia.

**PHIL 246 Ethics and the Environment**

Spring. 4 credits. Open to all undergraduates. Permission of instructor required for graduate students. T R 1:25-2:40.  
H. Shue.

Critical philosophical analysis of the conceptual frameworks in which policies affecting the environment are formulated and judged. Topics include the nature of ethics and the possibility of knowledge in ethics; the nature and extent of individual and social obligation to distant people, future generations, nonhuman animals and nonsentient things (e.g., the ecosystem); the origin of environmental problems and the range of options for their solution.

**[PHIL 247 Ethics and Public Life]**

Spring. 4 credits. Not offered 1996-97.]

**PHIL 261 Knowledge and Reality**

Spring. 4 credits. M W F 2:30-3:20.  
J. Stanley.

Do you know that this course description exists? Do you know that there are other people, or could they be just robots? Do these questions even make sense to ask? In this class, we will investigate, at an introductory level, the philosophical problem of

skepticism. Our first aim will be to discover the causes which have led philosophers into skeptical positions. We will then read and evaluate various attempts to demonstrate the incoherence of skeptical positions.

**PHIL 262 Philosophy of Mind**

Fall. 4 credits. T R 10:10-11:25.  
S. Shoemaker.

A study of philosophical issues concerning the place of mind in the physical world, including the mind-body problem (are thoughts and experiences physical entities?), the problem of knowledge of other minds (how can we know that others have minds and are not mere automata?), the possibility of artificial intelligence (can computers think?), and the problem of personal identity (what makes you the same person you were ten years ago?). Readings from classic and contemporary sources.

**PHIL 263 Religion and Reason**

Spring. 4 credits. M W F 1:25-2:15.  
S. MacDonald.

This course examines the conception (shared by several major world religions) of God as an absolutely perfect being (APB). The course aims at answering such questions as: What attributes must an APB have? Must an APB have a mind, be a person, care for human beings? Is the concept of an APB internally coherent? Is the existence of an APB compatible with the presence of evil in the world and with the existence of human freedom? Does human morality depend in some important way on the existence or nature of an APB? Do we have reason to believe that an APB actually exists?

**PHIL 286 Science and Human Nature (also Science and Technology Studies 286)**

Spring. 4 credits. M W F 11:15-12:05.  
R. Boyd.

An examination of attempts in the biological and social sciences to offer scientific theories of human nature and human potential and to apply such theories to explain important social and psychological phenomena.

**PHIL 294 Global Thinking (also Government 294)**

Fall. 4 credits. T R 1:25-2:40, plus disc.  
H. Shue.

The analysis taught in this course is global in two different respects: international subjects and interdisciplinary methods. We look in detail at two of the most important and most difficult issues facing international society, devoting approximately half the course to each case: (1) when, if ever, should other nations intervene militarily into ethnic conflict like that in Bosnia? and (2) what, if anything, should industrialized nations and industrializing nations respectively do to reduce the emissions that promote climate change? On military intervention, we bring together political science, law, and ethics: on climate change, we bring together atmospheric chemistry, economics, and ethics. The course is team-taught by five leading faculty researchers from the fields listed.

**Intermediate or Advanced Courses**

Some of these courses have prerequisites.

**[PHIL 309 Plato #]**

Not offered 1996-97.]

**[PHIL 310 Aristotle #]**

4 credits. Not offered 1996-97.]

**PHIL 311 Modern Rationalism**

Spring. 4 credits. Prerequisites: at least one previous course in philosophy, at the 200-level or above. T R 2:55-4:10.  
G. Fine.

This course will focus on the metaphysics and epistemology of Descartes, Spinoza, and Leibniz. Topics to be considered include: scepticism and the nature of knowledge; innate ideas and innate knowledge; substance; freedom; necessity and contingency; determinism; causation; proofs for the existence of God; mind and body.

**[PHIL 312 Modern Empiricism #]**

4 credits. Not offered 1996-97.]

**[PHIL 314 Ancient Philosophy: The World of Theory and the World of Ordinary Life #]**

4 credits. Not offered 1996-97.]

**PHIL 315 Medieval Philosophy #**

Spring. 4 credits. M W F 10:10-11:00.  
S. MacDonald.

A survey of some main themes and major figures in medieval philosophy. Some attention will be given to the general development of philosophy in the thousand years separating late antiquity and the Renaissance, but the emphasis will be on the close reading and analysis of representative texts.

Readings (in English translation) may include Augustine, Boethius, Anselm, Abelard, Aquinas, Scotus, and Ockham and address topics in metaphysics, epistemology, ethics, and philosophical theology.

**[PHIL 316 Kant #]**

4 credits. Not offered 1996-97.]

**[PHIL 317 Hegel #]**

4 credits. Not offered 1996-97.]

**[PHIL 318 Twentieth-Century Philosophy]**

Not offered 1996-97.]

**[PHIL 319 Philosophy of Marx #]**

4 credits. Not offered 1996-97.]

**PHIL 331 Formal Logic**

Spring. 4 credits. T R 10:10-11:25.  
Z. Szabó.

Topics: soundness and completeness of first-order logic, further model-theoretic results about first-order logic (Lowenheim-Skolem theorem, compactness, Lindstrom's theorem), first-order Peano Arithmetic, Godel's incompleteness theorems. If time permits, we will discuss issues about second-order logic as well.

**PHIL 332 Philosophy of Language**

Fall. 4 credits. Prerequisite: at least one previous course in philosophy. T R 2:55-4:10. J. Stanley.

Twentieth-century Anglo-American philosophy is also known as linguistic philosophy. There are many reasons for this nomenclature, but one reason is the stunning insights into (and debates about) the nature of linguistic meaning in this century by philosophers. By discussing some of the classic works in twentieth-century philosophy of language by authors such as Frege, Russell, Strawson, Kripke, Grice, and Davidson, this class provides an introduction at an advanced level to some of these important discussions. Topics to be discussed include the sense/reference distinction, communication and objectivity, negative existentials, the causal theory of reference.



**PHIL 341 Ethical Theory (also Women's Studies 341)**

Spring. 4 credits. T R 11:40–12:55.

K. Jones.

Like much of contemporary feminist theory, feminist ethics began with the assumption that ethical theory was fully adequate to address feminist concerns. All that needed to be done was to take the resources of ethical theory and apply them to hitherto overlooked questions, such as abortion, affirmative action, justice in the family, and pornography. However, this project assumes that the theories themselves are not gender biased. This claim has been challenged. In particular, it has been argued that traditional ethical theory overlooks the situatedness of agents and devalues emotions and relations to particular others. We will critically examine these claims and their challenge to ethical theories that take the principal moral concept to be the concept of "duty." In addition, we will examine the view, argued for by Carol Gilligan, that women speak with a distinctive ethical voice—a voice of care, rather than justice. Gilligan's work raises the problem of what feminist ethics is: any move from "feminine" to "feminist" must be treated with great suspicion. It turns out that a wide variety of projects are currently being pursued under the general heading of feminist ethics and we will attempt to enlarge our understanding of what feminist ethics is and might become.

**[PHIL 342 Law, Society, and Morality (also Law 666)]**

4 credits. Not offered 1996–97.]

**[PHIL 343 Resistance and Responsibility (also Law 676)]**

4 credits. Not offered 1996–97.]

**PHIL 344 History of Ethics: Ancient and Medieval #**

Fall. 4 credits. No prerequisites. M W F 1:25–2:15. T. H. Irwin.

The development of moral theory in Greek, Roman, and medieval philosophers. Topics include: Socrates and his questions about morality; the different answers of Plato, Aristotle, and the Stoics; and the influence of Christian thought. Main questions: happiness, welfare, and the human good; the virtues; self-interest and the interests of others; love, friendship and morality; theories of human nature and their relevance to ethics; comparisons and contrasts with modern moral theory. Readings mainly from Plato, Aristotle, the Stoics, St. Paul, St. Augustine, St. Thomas Aquinas.

**PHIL 345 History of Ethics: Modern #**

Spring. 4 credits. M W F 2:30–3:20.

T. H. Irwin.

A continuation to Philosophy 344. Hobbes's challenge to Greek and Christian ethics, responses to Hobbes, self-interest and the interests of others, the place of reason and sentiment in ethics, the objectivity of ethics, different conceptions of the right and the good, utilitarianism and its critics, and radical critiques of morality. Readings mainly from Hobbes, Butler, Hume, Kant, Sidgwick, Nietzsche, Bradley, and Rawls.

**[PHIL 346 Modern Political Philosophy (also Government 462)]**

4 credits. Not offered 1996–97.]

**[PHIL 361 Metaphysics and Epistemology]**

Not offered 1996–97.]

**PHIL 362 Philosophy of Mind**

Spring. 4 credits. M W F 1:25–2:15.

S. Shoemaker.

The nature of consciousness, with special attention to the nature of sensations and perceptual experiences. Topics will include the questions of what sort of representational content sensations and experiences have, whether their representational content exhausts their phenomenal character, and whether materialist accounts of mind can do justice to their "subjective" character ("what it is like" to have them).

**[PHIL 363 Topics in the Philosophy of Religion]**

4 credits. Not offered 1996–97.]

**PHIL 368 Global Climate and Global Justice (also Government 368)**

Fall. 4 credits. T R 2:55–4:10. H. Shue.

Ongoing international negotiations under the *Framework Convention on Climate Change*, adopted to deal with "global warming," are producing conflicts between rich states and poor states, and between oil producers and soil consumers, about who ought to bear which proportion of the costs of any economic changes necessary either to slow the predicted rate of climate change or to adapt to rapid change. What is fair when rich and poor cooperate to deal with a common but long-term and uncertain threat? This course critically examines a variety of views about international and intergenerational justice.

**[PHIL 369 Limiting War: The Morality of Modern State Violence (also Government 469)]**

4 credits. Not offered 1996–97.]

**PHIL 381 Philosophy of Science: Knowledge and Objectivity (also Science and Technology Studies 381)**

Fall. 4 credits. W 7:30–9:30 p.m.

R. Boyd.

An examination of central epistemological and metaphysical issues raised by scientific theorizing: the nature of evidence; scientific objectivity; the nature of theories, models, and paradigms; and the character of scientific revolutions.

**[PHIL 382 Philosophy and Psychology]**

4 credits. Not offered 1996–97.]

**[PHIL 384 Philosophy of Physics]**

4 credits. Not offered 1996–97.]

**PHIL 387 Philosophy of Mathematics**

Fall. 4 credits. T R 1:25–2:40. Z. Szabó.

A straightforward interpretation of many mathematical statements entails that they cannot be true unless certain entities (numbers, triangles, sets, etc.) exist. But what mathematics tells us about these entities makes it difficult to accommodate them into modest ontologies. There seem to be only three possibilities: to give up modesty and accept the existence of these entities, to give up the standard semantics for mathematical statements, or to give up the belief that many mathematical statements are true. In this course we will examine the merits of each of these theoretical choices.

**[PHIL 389 Philosophy of Science: Evidence and Explanation]**

4 credits. Not offered 1996–97.]

**PHIL 390 Informal Study**

Fall or spring. Credit to be arranged. To be taken only in exceptional circumstances. Must be arranged by the student with his or her adviser and the faculty member who has agreed to direct the study.

**Advanced Courses and Seminars**

These courses are offered primarily for majors and graduate students.

**[PHIL 395 Majors Seminar]**

4 credits. Not offered 1996–97.]

**[PHIL 409 German Philosophical Texts]**

Not offered 1996–97.]

**PHIL 410 Latin Philosophical Texts #**

Fall and spring. Variable credit. Prerequisites: knowledge of Latin and permission of instructor. Hours to be arranged. S. MacDonald.

Reading of philosophical texts in the original Latin.

**PHIL 411 Greek Philosophical Texts (also Classics 311) #**

Fall and spring. Variable credit. Prerequisites: knowledge of Greek and permission of instructor. Hours to be arranged. T. Irwin.

Reading of philosophical texts in the original Greek.

**[PHIL 412 Medieval Philosophy #]**

Not offered 1996–97.]

**[PHIL 413 Topics in Ancient Philosophy]**

Not offered 1996–97.]

**[PHIL 414 German Philosophy after Kant #]**

Not offered 1996–97.]

**[PHIL 415 Special Topics in the History of Philosophy #]**

Fall. Not offered 1996–97.]

**[PHIL 416 Modern Philosophy]**

Not offered 1996–97.]

**[PHIL 431 Deductive Logic (also Mathematics 481)]**

4 credits. Not offered 1996–97.]

**[PHIL 433 Philosophy of Logic]**

4 credits. Not offered 1996–97.]

**[PHIL 436 Intensional Logic (also Mathematics 483)]**

4 credits. Not offered 1996–97.]

**[PHIL 437 Topics in the Philosophy of Language]**

4 credits. Not offered 1996–97.]

**PHIL 441 Contemporary Ethical Theory**

Spring. 4 credits. M W F 11:15–12:05.

N. Sturgeon.

Topic for spring: Moral Realism and its Critics.

**[PHIL 442 Ethics and Value Theory (also Society for Humanities 404)]**

Fall. 4 credits. Not offered 1996–97.]

**[PHIL 444 Contemporary Legal Theory (also Law 710)]**

4 credits. Not offered 1996–97.]

**PHIL 446 Topics in Social and Political Philosophy (also Government 474)**

Spring. 4 credits. T R 2:55–4:10. R. Miller, H. Shue, N. Hirschmann.

Topic for 1997: Community, Nation and Morality. Although the moral point of view is often taken to transcend ties to particular

groups, actual political choices often express the chooser's ties to a nationality, state, community, religion or racial or ethnic group. To what extent are such choices morally legitimate? Do such choices, located in particular identities, conflict with universalist moral principles, e.g., principles requiring equal respect for all? Our discussions will include such topics as: the role of community in liberalism and in critiques of liberal individualism; the nature of nationality and community and their role in both individual identity and political justice; multiculturalism and separatism, including specific issues of race, gender and sexuality; the moral status of patriotism; justice and international inequality. Readings will include work by Taylor, Rawls, Sandel, Crenshaw, Gilligan, Okin, MacIntyre, Nagel, Kymlicka, West, David Miller, and the instructors. The course will have a seminar format. It is intended for both advanced undergraduates and graduate students.

**[PHIL 461 Metaphysics]**  
4 credits. Not offered 1996-97.]

**[PHIL 481 Problems in the Philosophy of Science]**  
4 credits. Not offered 1996-97.]

**PHIL 490 Special Studies in Philosophy**  
Fall and spring. 4 credits. Open only to honors students in their senior year. See Honors description at front of Philosophy section.

**PHIL 611 Ancient Philosophy**  
Fall. 4 credits. G. Fine. Fall.  
M 4:30-6:30.  
Topic: TBA.

**[PHIL 612 Medieval Philosophy]**  
4 credits. Not offered 1996-97.]

**[PHIL 613 Modern Philosophers]**  
4 credits. Not offered 1996-97.]

**[PHIL 619 History of Philosophy #]**  
4 credits. Not offered 1996-97.]

**PHIL 633 Philosophy of Language**  
Spring. 4 credits. M 7:30-9:30 p.m.  
Z. Szabó.

Topic: the concept of truth. We will discuss Tarski's theory of truth in detail and then turn to contemporary correspondence, coherence, pragmatist and deflationary accounts. Readings will include articles by Blackburn, Davidson, Devitt, Dummett, Field, Horwich, Putman, Rorty, and Wright.

**[PHIL 641 Ethics and Value Theory]**  
Not offered 1996-97.]

**PHIL 661 Theory of Knowledge**  
Fall and spring. 4 credits.  
Fall. R 4:30-6:30. K. Jones.

Topic for Fall: an examination of the epistemological status of testimony. Questions to be addressed include: How significant is testimony as a source of knowledge? Can we defend a default stance of trust in testimony? What is the role of testimony in scientific and in moral knowledge?

Spring. R 4:30-6:30. J. Stanley.  
Topic for Spring: in this class, we will read early to mid-twentieth century texts in epistemology and metaphysics. Possible topics include: sense-data, memory, perception, and phenomenism.

**PHIL 662 Philosophy of Mind**

Fall. 4 credits. W 4:30-6:30.  
S. Shoemaker.  
Topic for 1996: The problem of mental causation.

**[PHIL 663 Philosophy of Religion]**  
4 credits. Not offered 1996-97.]

**PHIL 664 Metaphysics**

Fall. 4 credits. T 4:30-6:30. C. Ginet.  
Topic for fall 1996: Free will and responsibility.

**[PHIL 665 Metaphysics]**  
4 credits. Not offered 1996-97.]

**PHIL 681 Philosophy of Science**

Spring. 4 credits. W 7:30-9:30. R. Boyd.  
Topic: Naturalism in philosophy.

**[PHIL 682 Philosophy of Social Science]**  
4 credits. Not offered 1996-97.]

**PHIL 700 Informal Study**

Fall or spring. Credit to be arranged.  
To be taken by graduate students only in exceptional circumstances and by arrangement made by the student with his or her Special Committee and the faculty member who has agreed to direct the study.

**PHIL 773 Proseminar in Cognitive Studies (also Cognitive Studies 773, Linguistics 773, and Computer Science 773)**

Fall. 2 credits. Fall: R grade.  
For description, see COGST 773.

**PHIL 774 Proseminar in Cognitive Studies (also Linguistics 774)**

For description, see COGST 774.

## PHYSICS

D. B. Fitchen, chair (109 Clark Hall, 255-6016); R. S. Galik, director of undergraduate studies (101 Clark Hall, 255-8158); J. P. Alexander, V. Ambegaokar, P. C. Argyres, N. W. Ashcroft, K. Berkelman, E. Bodenschatz, D. G. Cassel, B. Cooper, P. Drell, G. F. Dugan, V. Elser, E. E. Flanagan, C. P. Franck, B. Gittelman, K. Gottfried, B. Greene, L. N. Hand, D. L. Hartill, C. L. Henley, W. Ho, M. P. Kalos, A. LeClair, D. M. Lee, G. P. Lepage, R. M. Littauer, N. D. Mermin, N. Mistry, H. Padamsee, J. M. Parpia, J. R. Patterson, R. O. Pohl, D. C. Ralph, J. D. Reppy, R. C. Richardson, J. T. Rogers, D. L. Rubin, E. E. Salpeter, J. P. Sethna, A. J. Sievers, E. Siggia, R. H. Silsbee, P. C. Stein, R. M. Talman, M. P. Teter, S. A. Teukolsky, R. Thorne, H. Tye, T.-M. Yan

The Department of Physics offers a full range of university-level work in physics, from general education courses for nonscientists to doctoral-level independent research. Major research facilities are operated by two component organizations, the Laboratory of Atomic and Solid State Physics (LASSP) and the Laboratory of Nuclear Studies (LNS). LASSP carries out extensive research efforts in condensed-matter physics and in low-temperature physics. LNS operates a major high-energy particle physics research facility at Wilson Laboratory, the Cornell electron-positron storage ring (CESR). Theoretical work is carried out in many fields of physics, including astrophysics. There is a full schedule of weekly research-oriented seminars and colloquia. Junior and senior students will

find many opportunities for research participation and summer employment.

Three introductory physics sequences are open to freshmen: 101-102, 112-213-214, and 207-208. In addition, there is a group of general-education courses, Physics 200 through 206, 209, 210. Physics 101-102, a self-paced autotutorial course, is designed for students who do not intend to take further physics courses and who do not have preparation in calculus. Physics 112 and 207 both require calculus (Mathematics 191 or 111), and additional mathematics is required for subsequent courses in the sequence. Physics 101-102 or 207-208 may be taken as terminal physics courses. The three-term sequence 112-213-214 or its honors version, 116-217-218, is recommended for engineers and physics majors. Physics 214 and 218 are placing an increasing emphasis on use of the computer for homework, laboratory exercises, and projects; some knowledge about computing, perhaps at the level of Computer Science 99 or 101, is desirable.

Courses beyond the introductory level that might be of interest to nonmajors include: Physics 316, Modern Physics I; Physics 330, Modern Experimental Optics; and Physics 360, Electronic Circuits.

Advanced placement and credit are offered as outlined in "Advanced Placement of Freshmen," or students may consult Professor Galik, the director of undergraduate studies, as should students requesting transfer credit for physics courses taken at another college.

## The Major

The major program is constructed to accommodate students who wish to prepare for professional or graduate work in physics as well as those who wish to complete their major program in the field of physics but have other post-graduation goals.

Students who wish to major in physics are advised to start the physics sequence in the first term of their freshman year. (Note that students who have had contact with introductory calculus may take Physics 112 with co-registration in Mathematics 191.) The major program can still be completed with a second-term start, but flexibility in future course scheduling is reduced.

Prospective majors are urged to make an early appointment at the physics office for advice in program planning. Acceptance into the major program is normally granted upon completion of a year of physics and mathematics courses at Cornell with all course grades at the B-level or higher. The department office will give advice in the matter of selecting a major faculty adviser. Details of the major course program are worked out in consultation between the student and major adviser.

## Physics Core

Common to all major programs is a requirement to complete a core of physics courses. In addition to the three-term introductory sequence (Physics 112-213-214 or Physics 116-217-218), the core includes five upper-level courses—(a) the two-course sequence in modern physics (Physics 316-317), (b) at least three semester hours of laboratory work selected from Physics 310, 330, 360, 410, Astronomy 410, (c) an intermediate course in classical mechanics, and (d) an intermediate course in electromagnetism.

Accompanying these physics courses should be work in mathematics through at least Mathematics 294 or 222. Students following the professional/graduate school channel are expected to complete at least one additional year of applicable mathematics (Applied and Engineering Physics 321–322 or Mathematics 420/421–422).

In addition to the core, each physics major must complete 15 semester hours of credit in an area of concentration which has been agreed upon by the student and major faculty adviser.

### Concentration within Physics

A student who wishes to pursue professional or graduate work in physics or a closely related field should follow a concentration within the field of physics. For those students with a strong secondary school preparation, the sequence Physics 116–217–218 is encouraged. Core courses in mechanics and electromagnetism will normally be Physics 318 and Physics 327, respectively. The minimum 15 hours beyond the core must be composed of physics courses with numbers greater than 300 and must include the senior laboratory course Physics 410. This means a physics concentration needs a minimum of 7 credit hours of laboratory work to complete the requirements. The accompanying table shows several typical course sequences by means of which the major requirements may be completed. The primary distinction among students who may follow the different sequences is the amount and level of pre-college work in calculus and in physics. Changes in these typical patterns will be common, as agreed upon between student and major faculty adviser.

### Concentration outside Physics

The concentration will reflect the student's interest in some area related to physics. The array of courses that comprise the concentration must have internal coherence. The array will normally be worked out in conference

with the major faculty adviser and must be approved by the adviser. Of the required 15 hours credit beyond the core, at least 8 credits must be in courses numbered above 300. Students have chosen to concentrate in such topics as chemical physics, astrophysics, natural sciences, history and philosophy of science, computer science, meteorology, or econometrics. A combined biology-chemistry concentration is appropriate for pre-medical students or those who wish to prepare for work in biophysics. Students interested in a career in the teaching of science should consider the Teacher Education in Science and Mathematics (TESM) program, which is administered by the Department of Education and is described in detail in the College of Agriculture and Life Sciences section of this catalog. A concentration in "science education" would then typically include Education 402 and 403, both part of TSM, and two or more courses designed to broaden the student's background in general science and mathematics.

For students with concentrations outside physics, the core requirements in mechanics and electromagnetism can be appropriately met with Physics 314 and Physics 323, respectively.

Students with an astronomy concentration who might continue in that field in graduate school should use Astronomy 410, 431, 432 as part of the concentration; they are encouraged to use Physics 318 and 327 to satisfy the core requirements in mechanics and electromagnetism.

### Foreign Language Requirement

Students interested in eventual graduate work in physics are advised to meet this College of Arts and Sciences requirement with work in French, German, or Russian.

### Honors

A student may be granted honors in physics upon the recommendation of the Physics

Advisers Committee of the physics faculty. There is no particular course structure or thesis requirement for honors.

### Double Majors

Double majors including physics are possible and not at all uncommon. It should be noted, however, that if a student wishes to complete a major in physics as well as a major in one or more other subjects, any course used to satisfy a requirement of the second major may not be used also in satisfaction of any physics major requirement.

### Courses with Overlapping Content

Because the department offers several courses with overlapping content, students should select courses carefully to meet the needs of their academic programs and to ensure credit for each course they take. Listed below are groups of courses with largely similar content. In general, students may receive credit for only one of the courses in each group.

Physics 101, 112, 116, 207

Physics 102, 208, 213, 217

Physics 214, 218

### Course Prerequisites

Prerequisites are specified in physics course descriptions to illustrate the materials that students should have mastered. Students who wish to plan programs different from those suggested by the prerequisite ordering are urged to discuss their preparation and background with a physics adviser or with the instructor in the course. In many cases an appropriate individual program can be worked out without exact adherence to the stated prerequisites.

- For majors with concentrations outside physics, there will be a wide variation in individual programs, arranged to best match the field of concentration.
- Crossovers between the two sequences 112–213–214 and 116–217–218 are possible, although the combination 112–213–218 is difficult. Physics 207 may be substituted for Physics 112. Students taking 217 after 112 should coregister for 216.
- Exceptionally well-prepared students may be able to begin work at Cornell with Physics 217. Such students should come to the department office for advice in planning a course program.
- Physics electives include 360, 444, 454, 525, 553, 561, 572, the senior seminars 481–483, Astronomy 332 or 431–432, and A&EP 343, 436.
- Physics 318 is a junior level course. Exceptionally well-prepared sophomores must obtain approval of the instructor before enrolling.

### Typical Physics Course Sequences

Semester	No AP math or physics	1 year AP calculus and good HS physics	Outside concentrators	Outside concentrators (alternate)
1st – Fall	112	116	112	
2nd – Spring	213	217	213	112
3rd – Fall	214	218	214	213
4th – Spring	316, 310/360	316, 310/360	310/360	214
5th – Fall	317, 327	317, 327	316	330, 316
6th – Spring	314/318, 443	318, 443	314	314
7th – Fall	341, 410	330, 341, 410	317, 323	317, 323
8th – Spring	Elective(s)	Elective(s)		

• For majors with concentrations outside physics, there will be wide variation in individual programs, arranged to best match the field of concentration.

• Crossovers between the two sequences 112–113–214 and 116–217–218 are possible, although the combination 112–213–218, is difficult. Physics 207 may be substituted for Physics 112. Students taking 217 after 112 must coregister for 216.

• Exceptionally well-prepared students may be able to begin work at Cornell with Physics 217. Such students should come to the department office for advice in planning a course program.

• Physics electives include 360, 444, 454, 455, 480, 525, 553, 561, 572, the senior seminars 481–483, Astronomy 332 or 431–432, and A&EP 434, 436.

• Well-prepared sophomores wishing to take Physics 318 should consult the instructor before registering.

### Courses

Listed days and times are not definite but are unlikely to change. Days and times will not be listed for 600-level courses.

#### PHYS 101–102 General Physics

101, fall; 102, spring; 101, 102, summer 4-week or 8-week session. 4 credits each term. General introductory physics for non-physics for non-physics majors. Prerequisites: Three years of high school mathematics, including some trigonometry. A student without high school physics

should allow extra time for Physics 101. Prerequisite for Physics 102: Physics 101 or 112 or 207. Includes less mathematical analysis than Physics 207-208 but more than Physics 200-206, 209, 210. Fall introductory lec. R Aug. 31 or M Sept. 4, 7:30 p.m. Spring introductory lec. M Jan. 22, 7:30 p.m. 101, D. Fitchen; 102, staff.

Physics 101-102 emphasizes quantitative and conceptual understanding of the topics of introductory physics developed without use of calculus. The course is mostly self-paced in a mastery-oriented format including eight subject units and a final retention (review) unit each term. Most instruction occurs in the learning center utilizing video-taped lectures, personal tutoring by staff, assigned laboratory exercises, and computerized solutions of sample test questions. Unit testing is designed to measure mastery with a limit of three test tries taken at the time of the student's choice.

Major topics for 101: kinematics, forces and dynamics, momentum, energy, fluid mechanics, waves and sound, thermal physics, kinetic theory, and thermodynamics. For 102: electricity and magnetism, optics, relativity, atomic, quantum, and nuclear physics. At the level of *Physics* by Cutnell and Johnson.

### PHYS 103 General Physics

Summer. 4 credits. Prerequisite: Three years of high school mathematics, including some trigonometry. Primarily for students majoring in the life sciences. Lectures and discussions: M-F 10:00-11:15; laboratories M W 2:00-5:00.

Basic principles treated quantitatively but without calculus. Kinematics; forces and fields, momentum, angular momentum and energy; thermal physics and fluid mechanics; and sound waves. Text at the level of *Physics*, 3rd edition, by Cutnell and Johnson.

### PHYS 112 Physics I: Mechanics

Fall, spring, summer 6-week session. 4 credits. Primarily for students of engineering and for prospective physics majors. Prerequisite: coregistration in Mathematics 192 (or 194 or 112), or substantial previous contact with introductory calculus combined with coregistration in Mathematics 191 or 111. Lec. M W F 10:10-11:00 or 12:20-1:10. Two rec. and one lab each week. Evening exams. Fall, B. Cooper; spring, staff.

Mechanics of particles: kinematics, dynamics, conservation laws, central force fields, periodic motion. Mechanics of many-particle systems: center of mass, rotational mechanics of a rigid body, static equilibrium. At the level of *Physics for Scientists and Engineers*, Vol. 1, by Tipler.

### PHYS 116 Physics I: Mechanics and Special Relativity

Fall, spring. 4 credits. More analytic than Physics 112, intended for students who will be comfortable with a deeper, somewhat more abstract approach. Intended mainly but not exclusively for prospective physics majors. Prerequisites: a good secondary school physics course and familiarity with basic calculus. Corrective transfers between Physics 116 and Physics 112 (in either direction) are encouraged during the first few weeks of instruction. Lec. M W F 10:10-11:00. Fall, H. Tye; spring, staff.

A more rigorous version of Physics 112, covering similar topics at the level of *An Introduction to Mechanics*, by Kleppner and Kolenkow.

### PHYS 190 Supplemental Introductory Laboratory

Fall, spring. 1 credit. Times by arrangement with instructor. S-U only. (First offered spring 1996) Enrollment limited to students who have **all** of the following: (i) three transfer credits for introductory physics lecture material; (ii) a degree requirement of the laboratory component of that introductory course; (iii) approval of the director of undergraduate studies; (iv) permission of the lecturer of that course at Cornell. Enrollment limited.

A Physics 190 Permission Form must be filed in 121 Clark Hall with the physics department course coordinator. Students perform the laboratory component of one of the introductory courses (Physics 112, 213, 214) to complement the lecture-related course credit acquired elsewhere. Those wishing to take the equivalent of one of these introductory courses at another institution should receive prior approval from the director of undergraduate studies.

### PHYS 200 Art, Archaeology, and Analysis (also Engineering 185, MS&E 285, Archaeology 285, English 285, and Art 372)

For description, see ENGRI 185.

### PHYS 201 Why the Sky Is Blue: Aspects of the Physical World

Fall. 3 credits. Lec. T R 2:55-4:10, rec. W 2:30-3:20 or W 3:35-4:25. A. Sadoff.

This is a descriptive physics course aimed specifically at the non-science student. There is an emphasis on the ideas of modern physics where the approach is both historical and thematic. The methodology of science and the nature of evidence is emphasized. An overriding theme is the character of physical laws as shown through the great principles of symmetry and conservation. While there are a few computational problems assigned, the purpose is to help students to understand the concepts rather than to master problem-solving techniques. At the level of *Physics for Poets* by March.

### PHYS 202 The World According to Physics—The Way Things Work

Summer-3 week session. 3 credits. Prerequisite: three years of high school mathematics, including some trigonometry. M-F 10:00-12:00; laboratories 2 afternoons per week to be arranged. R. Lieberman.

Intended to provide students majoring in fields outside the sciences with an appreciation for the familiar physical world surrounding them. Which falls faster, a pound of gold or a pound of feathers? What trajectory does a launched rocket follow? Why are the curves on highways banked? What actually keeps a satellite circling the earth—why doesn't it just fall down or fly away? Can you build a ship that runs off the heat found in the ocean? With an emphasis on problem solving, the course helps the student to develop skills transferable to other areas. Topics include Newton's basic laws of motion, trajectories, satellites, space travel, and the concepts of energy.

### PHYS 203 Physics of the Heavens and the Earth—A Synthesis

Spring. 3 credits. Prerequisite: none; uses high school algebra and geometry. For nonscience majors. H. Padamsee.

This course shows how the unification of apparently distinct areas of physics leads to an explosion in the growth of our knowledge

and understanding. The material is divided into three parts: the physics of motion on earth and motion in the heavens, showing how the two evolved separately, from the ideas of the ancient Greeks to the dynamics and telescopic discoveries of Galileo; the final melding of these two topics with Newton's Universal Gravitation; an exploration of this "new" physics and its impact. There is an emphasis throughout on "how do we know the laws?" These are the stories of breakthrough discoveries and brilliant insights made by fascinating people, offering at the same time a humanistic perspective.

### PHYS 204 Physics of Musical Sound

Spring. 3 credits. Intended for nonscientists; does not serve as a prerequisite for further science courses. Assumes no scientific background but will use high school algebra. E. Cassel.

Many features of the production, propagation, and perception of musical sound may be understood in terms of important concepts in physics. Topics covered will include the mechanism of tone production in musical instruments, distinctions in tone quality, musical scales and tuning, some basic principles of room acoustics and reproduction of sound, and aspects of the mechanism of hearing. There will be some lab activities using computers to sample the frequency spectrum of various sounds and wave forms. At the level of *The Science of Sound*, by T. D. Rossing.

### PHYS 205 Reasoning about Luck

Fall. 3 credits. Intended for nonscientists; does not serve as a prerequisite for further science courses. Assumes no scientific background but will use high school algebra. Lec. M W 2:30-4:00; five one-hour labs to be arranged, rec. T 2:30-4:00. L. N. Hand.

An attempt to explain how and when natural scientists can cope rationally with chance. The first part of the course deals in a constructive way with the basic ideas of probability theory and explains why it is that in large systems likely events can become overwhelmingly likely. An introduction to mechanics and to heat as probabilistic mechanics follows. In this way, interested students are given a nontrivial understanding of the second law of thermodynamics, that putative bridge between C. P. Snow's two cultures. Another physical theory, quantum mechanics, in which chance occurs—though in a somewhat mysterious way—is touched on. Approximately five self-paced laboratory experiments will be included.

### PHYS 206 War and Peace in the Nuclear Age (also Government 384)

Spring. 4 credits. Intended for nonscientists; does not serve as a prerequisite to further science courses. Assumes no scientific background but will use high school mathematics. Lec. T R 10:10-11:25. P. Stein.

This course is intended for any student who wishes to understand the following: the history and evolution of military strategy; the developments in 20th-century physics that culminated in the development of the "atomic" bomb; the principles, types, and effects of nuclear weapons; existing and proposed arsenals and delivery systems; the evolution of the nuclear military strategy of the nuclear powers; and the history of nuclear arms-control negotiations. The course will



also examine important concepts involved in military strategy and arms control. Much attention will be given to the problem and mechanisms of control of proliferation and weapons of mass destruction. Assignments emphasize quantitative reasoning skills as well as the technical subject matter.

### PHYS 207-208 Fundamentals of Physics

207, fall; 208, spring. 4 credits each term. Prerequisites for Physics 207: high school physics plus Mathematics 111 or 191, or substantial previous contact with introductory calculus, combined with coregistration in a math course approved by instructor. Prerequisites for Physics 208: Physics 207 or 112 or 101 and at least coregistration in Mathematics 112 or 192. Physics 207-208 is a two-semester introduction to physics with emphasis on tools generally applicable in the sciences, intended for students majoring in a physical science, mathematics, or an analytically oriented biological science. Lec. M W F 9:05-9:55 or 11:15-12:05; two rec. and one lab each week. Evening exams. Fall, R. Littauer; spring, D. Fitchen.

207: Mechanics, conservation laws, waves, and topics from thermal physics, fluids, acoustics and properties of matter. 208: Electricity and magnetism, and topics from physical and geometrical optics, quantum and nuclear physics. At the level of *Fundamentals of Physics*, extended by Halliday, Resnick, and Walker.

### PHYS 209 Relativity and Chaos

Fall. 3 credits. Intended for nonscientists; does not serve as a prerequisite for further science courses. Assumes no scientific background but will use high school algebra. Lec. M W F 2:30-3:20; rec. T 2:30-3:20 or T 3:35-4:25. N. D. Mermin. We will examine two revolutionary fields of classical physics, one venerable and one relatively recent: the special theory of relativity will be developed, with a view to understanding how certain simple but apparently contradictory facts about light lead to extraordinary insights into the nature of time; and the newer subject of "chaos" will be explored, with a view to seeing how extremely simple rules can lead to behavior of breathtaking complexity.

### PHYS 210 Randomness in Classical and Quantum Physics

Spring. 3 credits. Intended for nonscientists; does not serve as a prerequisite for further science courses. Assumes no scientific background but will use high school algebra. Lec. T R 2:30-3:20; rec. M 2:30-3:20 or M 3:35-4:25. N. D. Mermin. We will examine two areas of physics where randomness plays a central role: the classical probability theory of gamblers, and its relation to subjects from the nature of coincidence to the direction of the flow of time; and the quantum theory, which promotes randomness from a consequence of human ignorance to a fundamental aspect of the physical world, leading to Einstein's celebrated rejection of a dice-throwing God and his more disturbing complaint about "spooky actions at a distance."

### PHYS 213 Physics II: Heat/Electromagnetism

Fall, spring, (summer 6-week session). 4 credits. Primarily for students of engineering and for prospective physics majors. Prerequisites: Physics 112 and

coregistration in the continuation of the mathematics sequence required for Physics 112. Lec. T R 9:05-9:55 or 11:15-12:05; two rec. each week and one 3-hour lab alternate weeks. Evening exams. Fall, J. Alexander; spring, R. Galik.

Temperature, heat, thermal energy, electrostatics, behavior of matter in electric fields, DC circuits, magnetic fields, Faraday's law, Maxwell's equations, electromagnetic oscillations. At the level of *Physics for Scientists and Engineers*, by Tipler. Laboratory covers electrical measurements, circuits, and some aspects of heat transfer.

### PHYS 214 Physics III: Optics, Waves, and Particles

Fall, spring, (summer, 6 week session). 4 credits. Primarily for students of engineering and for prospective physics majors. Prerequisites: Physics 213 and coregistration in the continuation of the mathematics sequence. Lec. T R 9:05-9:55 or 11:15-12:05. Two rec. each week and one 3-hour lab alternate weeks. Evening exams. Fall, J. Rogers; spring, A. Sievers. Physics of wave phenomena, electromagnetic waves, interference and diffraction effects, wave properties of particles and introduction to quantum physics. Course includes computer use in solving problems and labs. At the level of *Physics for Scientists and Engineers*, by Tipler.

### PHYS 216 Introduction to Special Relativity

Fall, spring, based upon preregistration. 1 credit. S-U only. Enrollment may be limited. Course will be completed within first four to six weeks of term. Co-registration in this course is a requirement for registration in Physics 217, unless the student has taken a relativity course at the level of Physics 116 or Astronomy 106. Prerequisites: Physics 112 or Physics 207 or permission of instructor. Lec. T R 8:00-8:50. Fall, P. Drell; spring, staff. Introduction to Einstein's Theory of Special Relativity: Galilean and Lorentz transformations, the concept of simultaneity, time dilation and Lorentz contraction, the relativistic transformations of velocity, momentum and energy, and relativistic invariance in the laws of physics. At the level of *An Introduction to Mechanics* by Kleppner and Kolenkow or *Space and Time in Special Relativity* by Mermin.

### PHYS 217 Physics II: Electricity and Magnetism

Fall, spring. 4 credits. Enrollment may be limited. Intended for students who have done very well in Physics 112 or 116 and in mathematics and who desire a more analytic treatment than that of Physics 213. Prospective physics majors are encouraged to select Physics 217. Prerequisites: approval of student's adviser and permission from the instructor. A placement quiz may be given early in the semester, permitting those students who find Physics 217 too abstract or analytical to transfer into Physics 213, which they can do without difficulty at that time. Vector calculus will be taught in this course, but previous contact, especially with the operations *grad*, *div*, and *curl*, is helpful. It is assumed the student has seen Special Relativity at the level of Physics 116 or is currently enrolled in Physics 216. It is also assumed that the student has covered the material of Mathematics 192

and is coregistered in Mathematics 293 or the equivalent. Lec. M W F 10:10-11:00. Fall, B. Gittelman; spring, K. Berkelman. At the level of *Electricity and Magnetism*, by Purcell (Vol. 2, Berkeley Physics Series).

### PHYS 218 Physics III: Waves and Thermodynamics

Fall, spring. 4 credits. Enrollment may be limited. A special section of Physics 214. Conditions governing enrollment are similar to those of Physics 217. Lec. M W F 11:15-12:05. Fall, J. Brock; spring, staff. Topics covered in recent years have included oscillators, mechanical waves, waves at interfaces, standing waves, electromagnetic waves, guided waves, scattering, interference and diffraction, geometric optics, the doppler effect, and an introduction to matter waves. Evening exams may be scheduled. A more rigorous version of Physics 214. At the level of *Physics of Waves* by Heald.

### PHYS 310 Intermediate Experimental Physics

Spring. 3 credits. Enrollment may be limited. Prerequisite: Physics 208 or 213. Labs T W 1:25-4:25. Students select from a variety of experiments. An individual, independent approach is encouraged. Facilities of the Physics 410 lab are available for some experiments.

### PHYS 314 Intermediate Mechanics

Spring. 4 credits. Prerequisites: Physics 208 or 214 (or equivalent) and Math 294 (or equivalent); Applied and Engineering Physics 322 or coregistration in Mathematics 420/421 recommended. Intended for physics majors with concentration outside of physics or astronomy; Physics 318 covers similar material at a more analytical level. Lec. M W F 10:10-11:00, rec. F 1:25-2:15. C. Franck. Includes Newtonian mechanics, Lagrange and Hamilton formulations, central forces, rigid body motion, and small oscillations. At the level of *Classical Dynamics* by Marion and Thornton.

### PHYS 316-317 Modern Physics I and II

3 credits each term. Physics 316, fall, spring; Physics 317, fall. The two courses comprise a two-term sequence and it is assumed that majors registering in Physics 316 will continue with Physics 317. Prerequisites: Physics 316: Physics 214 or 218, and coregistration in at least Mathematics 294 or equivalent; Physics 317: Physics 316. Lec. M W F 9:05-9:55, rec. T 2:30-3:20. Fall, 316 R. Patterson, 317 N. W. Ashcroft; spring, staff. Introduction to the physics of microscopic phenomena, emphasizing the use of elementary quantum and statistical mechanics. Physics 316: Breakdown of classical concepts in microphysics; light quanta and matter waves; Schrödinger equation and solutions in 1 and 3 dimensions; hydrogen atom, exclusion principle, the periodic table at the level of *Modern Physics from A to Z* by Rohl. Physics 317: Classical and quantum statistical mechanics; molecules; solid state physics; nuclear physics and radioactivity; elementary particle physics at the level of *An Introduction to Quantum Physics* by French.

### PHYS 318 Analytical Mechanics

Spring. 4 credits. Prerequisites: Physics 116 or permission of instructor; Applied and Engineering Physics 321 or Mathematics 420/421. Intended for junior physics

majors concentrating in physics or astronomy. Physics 314 covers similar material at a less demanding level. Lec. M W F 10:10-11:00; rec. F 2:30-3:20. P. Drell.

Newtonian mechanics of particles and systems of particles, including rigid bodies; oscillating systems; gravitation and planetary motion; moving coordinate systems; Euler's equations; Lagrange and Hamilton formulations; normal modes and small vibrations; introduction to chaos. At the level of *Mechanics* by Landau and *Physics 318 Lecture Notes* by Hand and Finch. Supplementary reading will be assigned.

### PHYS 323 Intermediate Electricity and Magnetism

Fall. 4 credits. Prerequisites: Physics 208 or 214 (or equivalent) and Math 294 (or equivalent); coregistration in Applied and Engineering Physics 321 or Math 420/421 recommended. Intended for physics majors with concentration outside of physics or astronomy; Physics 327 covers similar material at a more analytical level. Lec. M W F 11:15-12:05, rec. F 2:30-3:20. G. F. Dugan.

Includes electro/magnetostatics, boundary value problems, dielectric and magnetic media, Maxwell's Equations, and electromagnetic waves, and an introduction to special relativity.

### PHYS 327 Advanced Electricity and Magnetism

Fall. 4 credits. Prerequisites: Physics 217/218 or permission of instructor; coregistration in Applied and Engineering Physics 321 or Mathematics 420/421. Intended for physics majors concentrating in physics or astronomy. Physics 323 covers similar material at a less demanding level. N.B.: Physics 327 assumes knowledge of the material at the level of Physics 217. Lec. M W F 11:15-12:05, rec. F 2:30-3:20. V. Ambegaokar.

Electro/magneto-statics-vector and scalar potentials, Laplace's Equation and boundary value problems, multipoles; radiation-solutions to Maxwell's Equations, energy-momentum of radiation; electrodynamics in media; special relativity-transformations, four vectors, particle kinematics and dynamics, relativistic electrodynamics. At the level of *Introduction to Electrodynamics*, by Griffiths.

### PHYS 330 Modern Experimental Optics (also A&EP 330)

Fall. 4 credits. Enrollment limited. Prerequisite: Physics 214 or equivalent. Lec. M 2:30-3:20; Lab. T W 1:25-4:25; sec. F 3:35-4:25. E. Bodenschatz.

A practical laboratory course in basic and modern optics. The seven projects cover a wide range of topics from geometrical optics to classical wave properties such as interference, diffraction and polarization. Each experimental setup is equipped with standard, off-the-shelf optics and opto-mechanical components to provide the students with hands-on experience in practical laboratory techniques currently employed in physics, chemistry, biology, and engineering. The students will also be introduced to digital imaging and image processing techniques. At the level of *Modern Optics* by Guenther.

### PHYS 341 Thermodynamics and Statistical Physics

Fall. 4 credits. Prerequisites: Physics 214 and Mathematics 294. Lec. M W F 10:10-11:00, rec. R 2:30-3:20. A. Sievers.

Statistical physics, developing both thermodynamics and statistical mechanics simultaneously. Concepts of temperature, laws of thermodynamics, entropy, thermodynamic relations, free energy. Applications to phase equilibrium, multicomponent systems, chemical reactions, and thermodynamic cycles. Application of statistical mechanics to physical systems; introduction to treatment of Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac statistics with applications. Elementary transport theory. At the level of *Fundamentals of Statistical and Thermal Physics*, by Reif, or *Introduction to Statistical Mechanics* by Betts.

### PHYS 360 Electronic Circuits (also A&EP 363)

Fall, spring. 4 credits. Prerequisites: Physics 208 or 213 or permission of the instructor. No previous experience with electronics assumed, however, the course moves quickly through some introductory topics such as basic DC circuits. Fall term is usually less crowded. Lec. M 2:30-4:25; labs, T R or W F 1:25-4:25 (also evening labs M W 7:30-10:30 spring). Fall, E. Kirkland; spring, R. Thorne.

Analyze, design, build and experimentally test circuits used in scientific and engineering instrumentation (with discrete components and integrated circuits). Analog circuits: resistors, capacitors, operational amplifiers (linear amplifiers with feedback, oscillators, comparators), filters, diodes and transistors. Digital circuits: combinatorial (gates) and sequential (flip-flops, counters, shift registers) logic. Computer interfacing introduced and used to investigate digital to analog (DAC) and analog to digital conversion (ADC) and signal averaging. At the level of *Microelectronic Circuits* by Sedra.

### PHYS 400 Informal Advanced Laboratory

Fall, spring; (summer, 6 week session). Variable to 3 credits. Prerequisites: two years of physics or permission of instructor. Lab T W 1:25-4:25. Fall, W. Ho; spring, D. Hartill.

Experiments of widely varying difficulty in one or more areas, as listed under Physics 410, may be done to fill the student's special requirements.

### PHYS 410 Advanced Experimental Physics

Fall, spring. 4 credits. Limited to seniors except by special permission. Prerequisites: Physics 214 (or 310 or 360) plus 318 and 327, or permission of instructor. Lec. M 2:30-4:25, lab T W 1:25-4:25. Fall, W. Ho; spring, D. Hartill.

Selected topics in experimental concepts and techniques. About seventy different experiments are available in acoustics, optics, spectroscopy, electrical circuits, electronics and ionics, magnetic resonance, X-rays, low temperature, solid state, cosmic rays, nuclear physics. The student performs three to six diverse experiments, depending on difficulty, selected to meet individual needs and interests. Independent work is stressed.

### PHYS 443 Introductory Quantum Mechanics

Spring. 4 credits. Prerequisites: Physics 318 and 327, or 314 and 323; Physics 316 and Applied and Engineering Physics 321 or Mathematics 420; or permission of instructor. Lec. M W F 9:05-9:55, rec. R 3:35-4:25. T-M. Yan.

Introduction to concepts and techniques of quantum mechanics, at the level of *Quantum Mechanics*, by Cohen-Tennoudji.

### PHYS 444 Nuclear and High-Energy Particle Physics

Spring. 4 credits. Prerequisite: Physics 443 or permission of instructor. Lec. M W F 9:05-9:55, rec. F 2:30-3:20. J. Rogers.

Behavior of high-energy particles and radiation; elementary particles; basic properties of accelerators and detectors; general symmetries and conservation laws. At the level of *Concepts of Particle Physics*, by Gottfried and Weisskopf.

### PHYS 454 Introductory Solid-State Physics

Fall. 4 credits. Prerequisite: Physics 443, A&EP 361, Chemistry 793, or permission of instructor. Lec. M W F 11:15-12:05. Computer lab W or R 2:30-4:25. C. Henley.

An introduction to modern solid-state physics, including crystal structure, lattice vibrations, electron theory of metals and semiconductors, and selected topics from magnetic properties, optical properties, superconductivity, and defects. At the level of *Introduction to Solid State Physics*, by Kittel, and *Solid State Physics*, by Ashcroft and Mermin.

### [PHYS 455 Geometrical Concepts in Physics

Spring. 3 credits. Prerequisite: Physics 327 and at least coregistration in Physics 318 or permission of instructor. Not offered spring 1997. Usually offered every other spring. Lec. T R 10:10-11:25.

Geometrical methods are an essential tool in modern theoretical physics and also provide deep insights into classical physics—electrodynamics, thermodynamics, mechanics, special and general relativity. This course will introduce basic concepts from topology and differential geometry, emphasize calculational methods and illustrate their utility by drawing examples from these areas of physics. In particular, we shall cover manifolds, differential forms, vector bundles, homotopy, homology and lie groups. At the level of *Geometrical Methods of Mathematical Physics* by Schutz.]

### [PHYS 480 Computational Physics (also Phys 680 and Astro 690)

Spring. 3 credits. S-U grades only. Prerequisites: The course assumes a good background in the standard "mathematical methods for physics," and the ability to write programs in Fortran or C. No previous knowledge of numerical analysis is assumed. Lec. T R 10:10-11:25. Not offered in 1996-97.

A course designed to familiarize students with numerical techniques for solving diverse problems in physics and related fields. The problems will be drawn from many different branches of physics, but the emphasis will be on common techniques of solution. Numerical techniques discussed in the course will include ordinary and partial differential equations, linear algebra and eigenvalue problems, Monte Carlo techniques, solving

nonlinear equations, fast Fourier transforms, etc. In contrast to traditional numerical analysis courses, the flavor of the course will be "how-to," rather than theoretical. No theorems will be proved. Students will be expected to solve, both individually and in small teams, assigned numerical exercises. Text: *Numerical Recipes: The Art of Scientific Computing*, by Press, Teukolsky, Flannery, and Vetterling.]

**PHYS 481-489 Special Topics Seminar**

Offerings are announced each term. 2 and 3 credits. Limited to senior physics majors and those who receive permission of instructor. S-U grades only.

**PHYS 490 Independent Study in Physics**

Fall or spring. Variable to 4 credits. Ordinarily limited to seniors. Prerequisite: permission required of professor who will direct proposed work. A copy of Request for Independent Study form must be filed with physics department course coordinator, 121 Clark Hall. Individual project work (reading or laboratory) in any branch of physics.

**PHYS 500 Informal Graduate Laboratory**

Fall, spring; summer. Variable to 2 credits. By permission of instructor.

**PHYS 510 Advanced Experimental Physics**

Fall, spring, summer. 3 credits. Lab. T W 1:25-4:25. Fall, W. Ho; spring, D. Hartill.

About seventy different experiments are available in acoustics, optics, spectroscopy, electrical circuits, electronics and ionics, magnetic resonance, X-rays, low temperature, solid state, cosmic rays, nuclear physics. Students perform four to eight experiments selected to meet individual needs. Independent work is stressed. An optional lecture associated with Physics 410, M 2:30-4:25 is available. It includes lectures on techniques used in experiments in the advanced laboratory and on current research topics.

**PHYS 520 Projects in Experimental Physics**

Fall, spring, summer. Variable to 3 credits. To be supervised by faculty member. Students must advise department course coordinator of faculty member responsible for their project. Prerequisite: Physics 510.

Projects of modern topical interest that involve some independent development work by student. Opportunity for more initiative in experimental work than is possible in Physics 510.

**[PHYS 525 Physics of Black Holes, White Dwarfs, and Neutron Stars (also Astronomy 511)]**

Spring. 4 credits. Lec. T R 1:25-2:40. Not offered 1996-97. Next offered 1997-98.

The formation of compact objects: neutrino and gravitational radiation from supernova collapse and neutron stars. Equilibrium configurations, equations of state, stability criteria, and mass limits. The influence of rotation and magnetic fields. Pulsar phenomena. Mass flow in binary systems; spherical and disk accretion; high-temperature radiation processes. Compact X-ray sources and X-ray bursts. Emphasis will be on the application of fundamental physical principles to compact objects. Topics in diverse areas of physics will be discussed: solid-state physics, nuclear physics, relativity, fluid dynamics, high-energy physics, etc. No astronomy or general

relativity prerequisites. Text: *Physics of Black Holes, White Dwarfs, and Neutron Stars*, by Shapiro and Teukolsky.]

**PHYS 551 Classical Mechanics**

Spring. 3 credits. Prerequisite: an undergraduate course in classical mechanics at the level of books by K. Symon or J. B. Marion. Lec. T R 10:10-11:00, rec. R 2:30-3:20.

Lagrangian and Hamiltonian formulation of classical mechanics, with modern applications in nonlinear dynamics. Foundations will be taught at the level of *Mechanics*, by Scheck.

**PHYS 553-554 General Relativity (also Astronomy 509-510)**

553, fall; 554, spring. 4 credits. Prerequisite: knowledge of special relativity at the level of *Classical Mechanics*, by Goldstein. Lec. T R 1:25-2:40. S. Teukolsky.

Physics 553 is a systematic introduction to Einstein's theory, with emphasis on modern coordinate-free methods of computation. Topics include review of special relativity, modern differential geometry, foundations of general relativity, laws of physics in the presence of a gravitational field, experimental tests of gravitation theories. At the level of *Gravitation*, by Misner. Physics 554 is a continuation of 553 that emphasizes applications to astrophysics and cosmology. Topics include relativistic stars, gravitational collapse and black holes, gravitational waves, cosmology.

**PHYS 561 Classical Electrodynamics**

Fall. 3 credits. Lec. T R 8:30-9:55. V. Elser.

Maxwell's equations, electromagnetic potentials, electrodynamics of continuous media (selected topics), special relativity, radiation theory. At the level of *Classical Electrodynamics*, by Jackson.

**PHYS 562 Statistical Physics**

Spring. 4 credits. Primarily for graduate students. Prerequisites: a good knowledge of quantum mechanics (at the level of Merzbacher), classical mechanics (at the level of Marion), and statistical mechanics (at the level of Reif). Lec. M W F 9:05-9:55. N. Ashcroft.

Macroscopic or thermodynamic concepts including the laws of thermodynamics, thermodynamic functions, thermodynamic stability, and the thermodynamics of phase equilibria. Microscopic concepts including 1-, 2-, and N- particle quantum states; the micro-canonical, canonical and grand-canonical distributions; Bose-Einstein, Fermi-Dirac and Boltzmann statistics; the density-matrix. The microscopic-macroscopic connection. Applications include spin systems—the Ising and related models; strongly correlated fluids, and lattice-gases, including distribution and correlation functions, thermodynamic perturbation theory and introduction to critical phenomena; dense Fermi- and Bose- systems; linear response of quantal and classical systems; transport properties and the Boltzmann equation. At the level of *Statistical Mechanics* by Pathria or *Statistical Mechanics of Phase Transition* by Yeonans.

**PHYS 572 Quantum Mechanics I**

Fall. 4 credits. Lec. M W F 11:15-12:05. D. Cassel.

General principles of quantum mechanics, formulated in the language of Dirac. Systems with few degrees of freedom: hydrogen, including fine and hyperfine structure; the

deuteron and neutron-proton scattering; helium. Theory of symmetries, perturbations and collisions will be developed as needed to analyze phenomena displayed by these systems. At the level of *Quantum Mechanics* by Landau and Lifshitz. A knowledge of the subject at the level of Phys 443 will be assumed, but the course will be self-contained.

**PHYS 574 Quantum Mechanics II**

Spring. 4 credits. Lec. M W F 11:15-12:05. E. Flanagan.

Systems with many degrees of freedom. Quantization of the electromagnetic field; interaction of light with matter. Many electron atoms. Second quantization for fermions. Quantum liquids. Scattering of complex systems. Introduction to the Dirac equation. A knowledge of the concepts and techniques covered in Phys 561 and 572 will be assumed.

**PHYS 635 Solid-State Physics I**

Fall. 3 credits. Prerequisites: A good undergraduate solid-state physics course, such as Physics 454. R. Silsbee.

A survey of the basics of the physics of solids. Metals, crystal structures, electron and phonon states, semiconductors, some advanced topics. At the level of *Physics of Amorphous Materials* by Elliott.

**PHYS 636 Solid-State Physics II**

Spring. 3 credits. Prerequisite: Physics 635. C. Henley.

A continuation of Physics 635; magnetism, superconductivity, broken symmetries, elementary excitations, and other topics in quantum condensed matter physics not covered in *Solid State Physics* by Ashcroft and Mermin, such as topological defects, superfluids, the quantum Hall effect, mesoscopic quantum transport theory, disordered systems, Anderson localization and other metal insulator transitions.

**[PHYS 645 High-Energy Particle Physics**

Fall. 3 credits. Not offered 1996-97. Next offered Fall 1997.

Introduction to the physics of baryons, mesons, and leptons. Strong, electromagnetic, and weak interactions. Relevance of symmetry laws to particle physics. Introduction to the quark model. At the level of *Introduction to High Energy Physics*, by Perkins.]

**[PHYS 646 High-Energy Particle Physics**

Spring. 3 credits. Not offered 1996-97. Next offered spring 1998.

Topics of current interest, such as high-energy electron and neutrino interactions, electron positron annihilation, and high-energy hadronic reactions, are surveyed. Lectures and reading material are at the level of *Introduction to High Energy Physics*, by Perkins.]

**Note: Only S-U grades will be given in courses numbered 650 or above.**

**PHYS 651 Relativistic Quantum Field Theory I**

Fall. 3 credits. S-U grades only. T-M. Yan.

Topics to be covered include consequences of causality and Lorentz invariance, field quantization, perturbation theory, calculation of cross sections and decay rates, and an introduction to radiative corrections and renormalization with applications to electromagnetic and weak interactions.

**PHYS 652 Relativistic Quantum Field Theory II**

Spring. 3 credits. S-U grades only. H. Tye.

This course is a continuation of Physics 651 and introduces more advanced methods and concepts in quantum field theory. Topics include functional integral methods, quantization of non-abelian gauge theories, the renormalization group, dispersion relations, and spontaneous symmetry breaking. Applications to the electroweak theory and quantum chromodynamics are emphasized. At the level of *Field Theory: Modern Primer* by Ramond.

**PHYS 653 Statistical Physics**

Fall. 3 credits. Normally taken by graduate students in their second or later years. Prerequisites: Competence in the basic principles of quantum mechanics, statistical physics at the level of Physics 562, and thermodynamics. S-U grades only. E. Siggia.

Survey of topics in modern statistical physics: Dynamical statistical physics (kinetic theory, Boltzmann equation, hydrodynamics); theory of simple fluids; scaling theories and the renormalization group; phase transitions in disordered systems; pattern formation in nonlinear systems, percolation theory.

**PHYS 654 Theory of Many-Particle Systems**

Spring. 3 credits. Prerequisites: Physics 562, 574, 635, 636, and 653. S-U grades only.

Equilibrium and transport properties of microscopic systems of many particles studied at zero and finite temperatures. Formalisms such as thermodynamic Green's functions are introduced and applied to such topics as normal and superconducting Fermi systems, superfluidity, magnetism, insulating crystals.

**PHYS 661 Advanced Topics in High Energy Particle Theory**

Fall. 3 credits. Prerequisites: Physics 652. S-U grades only. P. Argyres.

This course will present advanced topics of current research interest. Subject matter will vary from year to year. Some likely topics are two-dimensional conformal field theory with applications to string theory and condensed matter physics, applications of the electroweak theory, lattice gauge theory, mathematical methods (e.g. group theory), perturbative quantum chromodynamics, anomalies and geometry, current algebra, heavy quark physics, heavy quark symmetry and phenomenological issues beyond the standard model.

**PHYS 665 Topics in Theoretical Astrophysics**

For description, see ASTRO 699.

**PHYS 670 Instrumentation Seminar**

Spring. 2 credits. S-U grades only. Conception, design, and performance of innovative instrumentation in condensed matter and elementary particle physics.

**[PHYS 680 Computational Physics (also Astronomy 690)]**

Not offered spring 1997.  
For description, see PHYS 480.]

**PHYS 681-689 Special Topics**

Offerings are announced each term. Typical topics are group theory, analyticity in particle physics, weak interactions, superfluids, stellar evolution, surface physics, Monte Carlo

methods, low-temperature physics, magnetic resonance, phase transitions, and the renormalization group.

**PHYS 690 Independent Study in Physics**

Fall or spring. Variable to 4 credits. Students must advise department course coordinator, 121 Clark Hall, of faculty member responsible for grading their project. S-U grades only. Special graduate study in some branch of physics, either theoretical or experimental, under the direction of any professorial member of the staff.

**POLISH**

See Modern Languages under Languages and Linguistics.

**PORTUGUESE**

See Modern Languages under Languages and Linguistics.

**PSYCHOLOGY**

D. J. Bem, S. L. Bem, E. M. Blass, U. Bronfenbrenner, J. E. Cutting, R. B. Darlington, T. J. DeVogd, D. A. Dunning, H. M. Feinstein, D. J. Field, B. L. Finlay, E. J. Gibson, T. D. Gilovich, D. Gudermuth, B. P. Halpern, A. M. Isen, R. E. Johnston, F. C. Keil, B. Khurana, C. L. Krumhansl, W. W. Lambert, D. A. Levitsky, K. L. Lockhart, J. B. Maas, U. Neisser, H. S. Porte, D. T. Regan, E. A. Regan, E. S. Spelke, M. Spivey-Knowlton, B. J. Strupp

The major areas of psychology represented in the department are perceptual and cognitive psychology, biopsychology, and personality and social psychology. These areas are very broadly defined, and the courses are quite diverse. Biopsychology includes such things as animal learning, neuropsychology, interactions between hormones, other biochemical processes, and behavior. Perceptual and cognitive psychology includes such courses as cognition, perception, memory, and psycholinguistics. Personality and social psychology is represented by courses in social psychology and personality (such as Psychology and Law, Judgment and Decision Making, and Social Construction of Gender), as well as courses in fieldwork and psychopathology. In addition to the three major areas mentioned above, the department also emphasizes the statistical and logical analysis of psychological data and problems.

**The Major**

Admission to the major is usually granted to any student in good standing in the college who has passed three or more psychology courses with grades of C+ or better. Provisional admission requires two such courses. To apply to the major and receive an adviser, a major application form may be obtained from the department office (211 Uris Hall).

Requirements for the major are:

- 1) a total of 40 credits in psychology (including prerequisites), from which students majoring in psychology are expected to choose, in consultation with

their advisers, a range of courses that covers the basic processes in psychology (laboratory and/or field experience is recommended); and

- 2) demonstration of proficiency in statistics before the beginning of the senior year. (See the section below on the statistics requirement.)

Normally it is expected that all undergraduate psychology majors will take at least one course in each of the following three areas of psychology:

- 1) **Perceptual and cognitive psychology**
- 2) **Biopsychology**
- 3) **Social, personality, and abnormal psychology**

The following classification of Department of Psychology offerings is intended to help students and their advisers choose courses that will ensure that such breadth is achieved.

- 1) **Perceptual and cognitive psychology:** Psychology 205, 209, 214, 215, 292, 305, 309, 311, 316, 342, 412, 413, 414, 415, 416, 417, 418, 419, 436, 492.
- 2) **Biopsychology:** Psychology 123, 290, 307, 322, 324, 326, 332, 361, 396, 420, 422, 424, 425, 429, 431, 492.
- 3) **Social, personality, and abnormal psychology:** Psychology 128, 265, 275, 277, 280, 325, 327, 328, 380, 402, 404, 450, 481, 489, 491.
- 4) **Other courses:** Psychology 101, 347, 350, 410, 440, 441, 470, 471, 472, 473, 475, 478, 479. The major adviser determines to which group, if any, these courses may be applied.

With the permission of the adviser, courses in other departments may be accepted toward the major requirements.

**Fieldwork, independent study, and teaching.** The department requires students to observe the following limits on fieldwork, independent study, and teaching.

- 1) Undergraduates may not serve as teaching assistants for psychology courses if they are serving as teaching assistants for any other course during the same semester.
- 2) An undergraduate psychology major cannot apply more than 12 of the credits earned in independent study (including honors work) and fieldwork toward the 40 credits required by the major.

**Statistics requirement.** Proficiency in statistics can be demonstrated in any one of the several ways listed below.

- 1) Passing Psychology 350.
- 2) Passing an approved course or course sequence in statistics in some other department at Cornell. The approved list of courses and sequences may change. It has usually included Sociology 301, and the sequences Education 352 and 353, and Industrial and Labor Relations 210 and 211. Requests that a particular course be added to this list may be made to Professor Gilovich.
- 3) Passing a course or course sequence in statistics at some other college, university, or college-level summer school. The course or sequence must be equivalent to at least 6 semester credits. The description of the course from the college catalog



and the title and author of the textbook used must be submitted to Professor Gilovich for approval.

- 4) Passing an exemption examination. This examination can be given at virtually any time during the academic year if the student gives notice at least one week before. Students who have completed a theoretical statistics course in a department of mathematics or engineering and who wish to demonstrate competence in applied statistics usually find this option the easiest. Students planning this option should discuss it in advance with Professor Gilovich.

**Concentration in biopsychology.** Psychology majors interested in psychology as a biological science can elect to specialize in biopsychology. Students in this concentration must meet all of the general requirements for the major in psychology and must also demonstrate a solid background in biology; the physical sciences, including at least introductory chemistry; and mathematics. Students will design with their advisers an integrated program in biopsychology built around courses on physiological, chemical, anatomical, and ecological determinants of human and nonhuman behavior offered by the Department of Psychology. Additional courses in physiology, anatomy, biochemistry, neurochemistry, neurobiology, and behavioral biology may be designated as part of the psychology major after consultation between the student and his or her biopsychology adviser.

**Concentration in personality and social psychology.** This concentration is offered in cooperation with the Department of Sociology. Psychology majors who wish to specialize in social psychology are expected to meet the general requirements set by their department, including statistics. To ensure a solid interdisciplinary grounding, students in the concentration will be permitted to include some major courses in sociology and related fields. Advisers will assist students in the selection of a coherent set of courses from social organization, cultural anthropology, experimental psychology, social methodology, and several aspects of personality and social psychology. Seniors in the concentration may elect advanced and graduate seminars, with the permission of the instructor.

**Undergraduate honors program.** The honors program is designed for those exceptionally able students who wish to pursue an intensive and independent program of research in psychology. Successful participation in this program serves as evidence of the student's facility in the two most important skills of an academic psychologist: the capacity to acquire and integrate a substantial body of theoretical and factual material and the ability to engage in creative research activity. All qualified students planning on a graduate education in psychology or other academic fields should consider the honors program seriously. The program offers most students the closest contact and consultation with faculty that they will receive during their time at Cornell.

The core of the honors program is a research project that the student carries out in close collaboration with a faculty member in the field of psychology. It is assumed that most students will do so while enrolled in Psychology 470 (Undergraduate Research in

Psychology). A written report of the research is to be given to the chair of the honors committee (currently Professor Khurana) toward the end of the last semester of the student's senior year. An oral defense of the thesis is then given before a committee of three faculty members, and the student presents his or her work in a public forum. Final honors standing (summa cum laude, magna cum laude, cum laude) is indicated on the student's diploma. The T. A. Ryan Award, accompanied by a cash prize, is awarded to the student who conducts the best honors project in a given year.

A student may formally apply to the honors program at any time during the senior year provided that she or he is actively engaged in independent research. However, students must do so by the second week of November. Applications should be given to Professor Khurana and should be made directly by the student.

### Distribution Requirement

The distribution requirement in the social sciences is satisfied by any two courses in psychology with the exception of Psychology 123, 290, 307, 322, 324, 326, 332, 350, 361, 396, 410, 420, 422, 424, 425, 429, 431, 440, 441, 470, 471, 472, 473, 475, 478, 479, 491, 492.

**Note: The Department of Psychology has listed all days and times for each course that we offer. If there should be changes in the days, times, or semester that a course is offered, we will post the necessary changes throughout the department and in the supplements of the Course and Time and Course and Room Rosters. Changes are also available on the World Wide Web site, <http://comp9.psych.cornell.edu>**

### Courses

#### PSYCH 101 Introduction to Psychology: The Frontiers of Psychological Inquiry

Fall. 3 credits. Students who would like to take a discussion seminar should also enroll in Psychology 103. M W F 10:10. J. B. Maas.

The study of human behavior. Topics include brain functioning and mind control, psychophysiology of sleep and dreaming, psychological testing, perception, learning, cognition, memory, language, motivation, personality, abnormal behavior, psychotherapy, social psychology, and other aspects of applied psychology. Emphasis is on developing skills to critically evaluate claims made about human behavior.

#### PSYCH 103 Introductory Psychology Seminars

Fall. 1 credit. Limited to 300 students. Prerequisite: concurrent enrollment in Psychology 101. Hours to be arranged. 12 different time options. J. B. Maas and staff.

A weekly seminar that may be taken in addition to Psychology 101 to provide an in-depth exploration of selected areas in the field of psychology. Involves extensive discussion and a term paper related to the seminar topic. Choice of seminar topics and meeting times will be available at the second lecture of Psychology 101.

#### PSYCH 123 Introduction to Biopsychology

Fall. 3 credits. No prerequisites. Can be used to satisfy the psychology major breadth requirement and as an alternative prerequisite for upper-level biopsychology courses. Students who would like to take a discussion/demonstration seminar should also enroll in Psych 125; a one hour per week one-credit section. M W F 10:10. D. Gudermuth.

An introduction to psychology from a biological perspective, including both evolutionary and physiological approaches to behavior. Topics include the structure, function, and development of the nervous system, genetic and biochemical bases of behavior, hormones and behavior, biological bases of learning, cognition, communication, and language, and the ecology and evolution of social organization and social development.

#### PSYCH 125 Introduction to Biopsychology Seminars

Fall. 1 credit. 2 sections with a maximum of 16 students in each. Prerequisite: concurrent enrollment in Psychology 123. Sec. 01: R 11:40-12:55; Sec. 02: W 2:55-4:10. D. Gudermuth.

A weekly seminar that may be taken in addition to Psychology 123 to allow and encourage "hands-on" involvement with some of the course material, including use of interactive computer programs and models to get a clearer picture of basic neuroanatomy, visits to the laboratories of biopsychology faculty, films, reading, writing, and discussion of course material. Involves several small assignments equivalent to a 10-page paper.

#### PSYCH 128 Introduction to Psychology: Personality and Social Behavior

Summer only. 3 credits. M-F 10:10-11:15. Staff.

Personality: the behavioral similarities and differences among people and how they develop; Freudian, learning, and humanistic theories of personality; research in personality; and personality assessment through testing. Social behavior: how people behave in interactions with others; attitudes, persuasion, attraction, aggression, and conformity. How personality and social behavior influence each other and cause many interesting social and psychological phenomena.

#### Introductory courses in cognitive psychology.

Each of the following four courses (205, 209, 214, 215) provides an introduction to a major area of study within cognitive psychology. These courses are independent of one another, and none has any prerequisites. Students may take any one of the courses or any combination of them (including all four). Courses may be taken in any order or simultaneously.

#### PSYCH 205 Perception

Spring. 3 credits. Open to first-year students. Graduate students, see Psychology 605. T R 11:40-12:55. J. E. Cutting. One of four introductory courses in cognitive psychology. Basic perceptual concepts and phenomena are discussed with emphasis on stimulus variables and sensory mechanisms. All sensory modalities are considered. Visual and auditory perception are discussed in detail.

**PSYCH 209 Developmental Psychology**

Spring. 4 credits. Graduate students, see Psychology 709. T R 10:10-11:25.  
F. C. Keil.

One of four introductory courses in cognition and perception. A comprehensive introduction to current thinking and research in developmental psychology that approaches problems primarily from a cognitive perspective. The course focuses on the development of perception, action, cognition, emotion, personality, social understanding, language, and moral reasoning.

**PSYCH 214 Issues in Cognitive Psychology**

Fall. 3 credits. Sophomore standing required. Limited to 125 students.  
Graduate students, see Psychology 614.  
M W F 10:10. B. Khurana.

Various approaches to the study of cognition will be discussed. Basic concepts in how humans process different kinds of information such as visual, auditory, and symbolic will be introduced. These concepts will then be used to explore topics such as attention and consciousness, concept formation and representation, memory processes and systems, imagery and cognitive maps, problem solving and reasoning, judgment and choice, language acquisition and comprehension, intelligence and creativity, and social cognition.

**PSYCH 215 Psychology of Language (also Linguistics 215)**

Fall. 3 or 4 credits (4-credit option involves term paper). Graduate students, see Psychology 715. M W F 11:15.  
M. Spivey-Knowlton.

One of four introductory courses in cognitive psychology. Introduction to the psychological study of language. Covers research in spoken language comprehension and production, reading, and language acquisition.

**Introductory courses in social and personality psychology.**

Each of the following four courses (265, 275, 277, 280) provides an introduction to a major area of study within social and personality psychology. These courses are independent of one another, and none has any prerequisites. Students may take any one of the courses or any combination of them (including all four). Courses may be taken in any order or simultaneously.

**PSYCH 265 Psychology and Law**

Fall. 3 credits. M W F 1:25.  
D. A. Dunning.

This course examines the implications of psychological theory and methods for law and the criminal justice system. We concentrate on psychological research on legal topics (e.g., confession, eyewitness testimony, jury decision making, homicide, aggression, the prison system), social issues (e.g., death penalty, affirmative action), as well as on psychologists as participants in the legal system (e.g., assessing insanity and dangerousness and for expert testimony).

**PSYCH 275 Introduction to Personality Psychology**

Fall. 3 credits. T R 10:10-11:25.  
D. J. Bem.

An introduction to research and theory in personality psychology, emphasizing contemporary approaches. Topics include the dynamics, structure, and assessment of personality as well as personality development

and change. Biological and sociocultural influences on personality are also considered.

**PSYCH 277 Social Construction of Gender (also Women's Studies 277)**

Spring. 3 credits. Limited to 400 students.  
T R 2:55-4:10. S. L. Bem.

This course addresses the broad question of how an individual's gender and sexuality are constructed. Although some attention is given to biological perspectives, the course emphasizes the cultural and psychological processes by which male and female newborns are transformed into "masculine" and "feminine" adults. In addition to being interdisciplinary, the course is also oriented to questioning the "naturalness" of not only masculinity and femininity, but exclusive heterosexuality as well. Among some of the many topics discussed the male-centeredness of the social world, the intersections of gender and race, are psychological androgyny, equalitarian relationships, gender-liberated child-rearing, female sexuality, sexual harassment, and homophobia.

**PSYCH 280 Introduction to Social Psychology**

Spring. 3 or 4 credits; the optional (or fourth) credit is for participation in a limited enrollment discussion section.  
T R 10:10-11:25. T. D. Gilovich.

An introduction to research and theory in social psychology. Topics include processing of social information; social influence, persuasion, and attitude change; social interaction and group phenomena. The application of social psychological knowledge to current events will also be discussed.

**[PSYCH 290 Motivation**

Spring. 3 credits. Graduate students, see Psychology 676. Not offered 1996-97.  
T R 10:10-11:25. E. M. Blass.

The course surveys traditional and contemporary approaches to motivational behavior from Aristotle to Freud to Skinner to Lorenz. It also draws upon field studies, laboratory analyses, clinical cases and developmental stages to establish a scientific basis for motivation analysis. Normal and pathological feedings will serve as a target behavior.]

**PSYCH 292 Intelligence**

Spring. 4 credits. Limited to 80 students.  
Prerequisites: one 200-level course in psychology. M W 2:55-4:10. U. Neisser.

A scientific overview of the controversial issues that surround intelligence tests and what they measure. Topics include the history of testing, correlates of test scores, alternative approaches to mental ability, genetic and environmental contributions to diversity in intelligence, effects of schooling, worldwide IQ gains, cultural factors and group differences.

**PSYCH 305 Visual Perception**

Fall. 4 credits. Limited to 20 students.  
Prerequisite: Psychology 205 or permission of instructor. M W F 10:10.  
J. E. Cutting.

A detailed examination of pictures and their comparison to the real world. Linear perspective in Renaissance art, photography, cinema and video will be discussed in light of contemporary research in perception and cognition.

**[PSYCH 307 Chemosensory Perception**

Fall. 3 or 4 credits; the optional (or fourth) credit is for an independent laboratory project. Registration for the 4-credit option requires permission of the instructor; students will read, analyze, and discuss difficult original literature in the areas covered. Graduate students, see Psychology 607. Not offered 1996-97. T R 9:05.  
B. P. Halpern.

An examination of basic theory, data, and processes for perception of the chemosensory environment. After a very brief (about two weeks) lecture survey of the anatomy and physiology of human taste and olfaction, the remainder of the course uses the Socratic method, in which the instructor asks questions of the students, to cover topics such as chemosensory psychophysics, saliva, chemosensory bases for the tastes of foods, taste-smell interactions, chemosensory function in neonates and in the aged, temporal aspects of tasting, sweetness, effects of pollution of the chemosensory environment, and interactions between body state and chemosensory stimuli. At the level of *Smell and Taste in Health and Disease*, edited by T. V. Getchell et al., *Sensory Science Theory and Applications in Foods*, edited by H. T. Lawless and B. Klein; *Sensory Analysis of Foods*, 2nd edition, edited by J. R. Piggott.]

**[PSYCH 309 Development of Perception and Representation**

Fall. 3 credits. Prerequisite: Psychology 205, 209, 214, or 305, or permission of instructor. Graduate students, see Psychology 609. Not offered 1996-97.  
T R 2:55-4:10. E. S. Spelke.

An introduction to theories and research on the origins and development of knowledge of the immediately surrounding world. The course focuses on knowledge of the world as an arrangement in space and time, knowledge of the world as a space that can be encountered through multiple sensory modes, knowledge of the world as a place that can be acted upon, and organization of the world into meaningful objects and events.]

**PSYCH 311 Introduction to Human Memory**

Spring. 3 credits. Limited to 40 students. Some familiarity with statistical methods and experimental design and with the study of cognition is desirable. Graduate students, see Psychology 611. T R 11:40-12:55. B. Khurana.

This course offers an overview of experimental findings and theoretical issues in the study of human memory. Coverage includes topics such as the nature of memory, various memory systems, coding and retrieval processes, practice and habit acquisition, organization for learning and memory, interference and forgetting, models of memory, memory dysfunction and its relation to normal memory.

**PSYCH 316 Auditory Perception**

Fall. 3 or 4 credits; the 4-credit option involves a laboratory project or paper. Prerequisite: Psychology 205, 209, 214, or 215 (other psychology, linguistics, or biology courses could serve as prerequisite with permission of the instructor). Limited to 30 students. Graduate students, see Psychology 716. T R 10:10-11:25.  
C. L. Krumhansl.

Basic approaches to the perception of auditory information, with special consider-

ation of complex patterns such as speech, music, and environmental sounds.

**PSYCH 322 Hormones and Behavior (also BIONB 322)**

Spring. 3 or 4 credits; the 4-credit option involves a one-hour section once a week in which students will be expected to read original papers in the field and participate in discussion. Limited to juniors and seniors; open to sophomores only by permission. Prerequisites: BIONB 221 or 222 or one year of introductory biology plus a course in psychology. S-U grades optional. Graduate students, see Psychology 722. M W F 1:25–2:15. D. Gudermuth.

Following a review of the neural and endocrine systems, this course connects endocrine physiology to specific behaviors observed in various species, including humans. Although the relationship between sexual physiology and behavior is strongly emphasized, the lectures also describe hormonal contributions to parental behavior, aggression, stress, learning and memory, homeostasis and biological rhythms. Topics for the discussion sections are chosen by the students within the context of hormonal influences on behavior.

**PSYCH 324 Biopsychology Laboratory (also BIONB 324)**

Fall. 4 credits. Limited to 20 juniors and seniors. Prerequisites: Psychology 123 or BIONB 221 or 222, and permission of instructor. T R 1:25–4:25. T. J. DeVoogd. Experiments designed to provide experience in animal behavior (including learning) and its neural and hormonal mechanisms. A variety of techniques, species, and behavior patterns are included.

**PSYCH 325 Psychopathology**

Fall. 4 credits. Prerequisite: 2 courses in psychology. M W F 11:15. K. L. Lockhart. This course examines the nature and symptoms of the major forms of psychopathology. Etiological factors are studied from a variety of different perspectives, e.g., psychological, biological and socio-cultural. Treatment approaches to psychopathology are covered in weekly discussion sections.

**PSYCH 326 Evolution of Human Behavior**

Fall. 4 credits. Prerequisite: Psychology 123, or an introductory biology course, or an introductory anthropology course. Graduate students, see Psychology 626. T R 2:55–4:10. R. E. Johnston.

A broad comparative approach to the behavior of animals and humans with special emphasis on the evolution of human behavior. Topics covered will vary but will include some of the following: human evolution, evolutionary and sociobiological theory, animal communication, nonverbal communication, language, cognitive capacities, social behavior and organization, cooperation and altruism, sexual behavior, mating and marriage systems, aggression, warfare.

**PSYCH 327 Fieldwork in Psychopathology and the Helping Relationship**

Fall, spring. 4 credits. Prerequisites: Psychology 325, HDFS 370 or concurrent registration in 325 or HDFS 370 and permission of instructor. S-U grades only. Students do not enroll in advance for this course. Field placement assignments are

made during the first two weeks of the semester. Students who have already taken Psychology 325 or HDFS 370 must contact the instructor during the first week of the semester. Enrollment is limited by the fieldwork placements available. Fee, \$25 each semester. T R 12:20–1:10. K. L. Lockhart and staff.

This is a year-long lecture and discussion course. The year-long commitment is mandatory. Psychology 328 will be for students taking the course a second time. An "R" grade will be assigned in the fall semester, and a S-U grade will only be assigned in the spring semester. An introductory fieldwork course for students currently enrolled in or who have taken Psychology 325 or HDFS 370. Fieldwork placements include the school system, psychiatric institutions, halfway houses, and other mental health oriented facilities. In addition to fieldwork, weekly supervisory/seminar meetings are held to discuss fieldwork issues and assigned readings.

**PSYCH 328 Continuing Fieldwork in Psychopathology and the Helping Relationship**

Fall, spring. 4 credits. Prerequisites: Psychology 325, 327, or HDFS 370 and permission of instructor. S-U grades only. May not be taken more than twice. Students do not enroll in advance for this course. Fee, \$25 each semester. T R 12:20–1:10. K. L. Lockhart and staff.

Designed to allow students who have done fieldwork as part of Psychology 327 to continue their field placements or begin new field placements under supervision for academic credit. An "R" grade will be assigned in the fall semester, and a S-U grade will only be assigned in the spring semester.

**PSYCH 332 Biopsychology of Learning and Memory (also BIONB 328)**

Spring. 3 credits. Prerequisites: one year of biology and either a biopsychology class or BIONB 222. Limited to 60 students. Graduate students, see Psychology 632. M W F 11:15. T. J. DeVoogd.

This course will survey the approaches that have been or are currently being used in order to understand the biological bases for learning and memory. Topics will include invertebrate, "simple system" approaches, imprinting, avian song learning, hippocampal and cerebellar function, and human pathology. Many of the readings will be from primary literature.

**[PSYCH 342 Human Perception: Applications to Computer Graphics, Art and Visual Display]**

Fall. 3 or 4 credits. The 4-credit option involves a term paper. Prerequisite: Psychology 101 or permission of instructor. Psychology 205 strongly recommended. Graduate students, see Psychology 642. T R 11:40–12:55. Not offered 1996–97. D. J. Field.

Our present technology allows us to transmit and display information over a variety of media. To make the most of these media, it is important to consider the limitations and abilities of the human observer. The course will consider a number of applied aspects of human perception with an emphasis on the display of visual information. Topics to be covered include: "Three-dimensional" display systems, color theory, spatial and temporal limitations of the visual systems, attempts at

subliminal communication, and "visual" effects in film and television.]

**PSYCH 347 Psychology of Visual Communications**

Spring. 3 credits. Limited to 15 students. Prerequisites: Psychology 101 and permission of instructor. R 10:10–12:05. J. B. Maas.

An exploration of theories of education, communication, perception, attitude, and behavior change as they relate to the effectiveness of visually based communication systems. Emphasis is on the use of photography and computer graphics to deliver educational messages.

**PSYCH 350 Statistics and Research Design**

Fall. 4 credits. Limited to 120 students. M W F 2:30–3:20. T. D. Gilovich.

Acquaints the student with the elements of statistical description (measures of average, variation, correlation, etc.) and more important, develops an understanding of statistical inference. Emphasis is placed on those statistical methods of principal relevance to psychology and related behavioral sciences.

**[PSYCH 361 Biopsychology of Normal and Abnormal Behavior (also Nutritional Sciences 361)]**

Fall. 3 credits. Prerequisites: an introductory biology course and an introductory psychology course, or permission of instructor. S-U grades optional. Juniors and seniors only. M W F 9:05–9:55. Not offered 1996–97. B. J. Strupp.

A critical evaluation of factors thought to underlie normal and abnormal behavior and/or cognitive functioning. Psychological, biological, and societal influences will be integrated. Topics include: (1) psychiatric disorders (depression and eating disorders); (2) the psychobiology of learning, memory, and intelligence; (3) nutritional influences on behavior (sugar, food additives, malnutrition, dieting); (4) cognitive dysfunction (e.g., amnesia, Alzheimer's disease); and (5) developmental exposure to environmental toxins and drugs of abuse.]

**PSYCH 380 Community Mental Health (also Human Service Studies 380)**

Summer only. 3 or 4 credits (4-credit option involves term paper). M-F 10:00–11:15. Staff.

Basic concepts in the field of community mental health. Social models of mental illness, epidemiology, the role of culture and social class in mental illness, public attitudes, and civil liberties.

**[PSYCH 396 Introduction to Sensory Systems (also BIONB 396)]**

Spring. 3 or 4 credits (4 credits with term paper). Registration for the 4-credit option requires permission of instructor.

Prerequisites: an introductory course in biology or biopsychology, plus a second course in neurobiology or behavior or perception or cognition or biopsychology. Students will be expected to have elementary knowledge of perception, neurophysiology, behavior, and chemistry. No auditors. Offered alternate years. Graduate students, see Psychology 696. Not offered 1996–97. M W F 10:10. B. P. Halpern.

The course will be taught using the Socratic method, in which the instructor asks questions of the students. Students read, analyze, and

discuss in class difficult original literature dealing with both those characteristics of sensory systems that are common across living organisms and those sensory properties which represent adaptations of animals to particular habitats or environments. Classroom discussion can increase, but not decrease, a student's final grade. There are two preliminary exams and a final exam. The principles and limitations of major methods used to examine sensory systems will be considered. General principles of sensory systems, and auditory, visual, and somesthetic systems are covered. One aspect of each system (e.g., localization of objects in space by sound, color vision, thermoreception) will be selected for special attention. Two or more textbooks and a course packet of reproduced articles will be used. *An Introduction to the Physiology of Hearing*, 2nd edition by J. O. Pickles; *Hearing: Physiological Acoustics, Neural Coding, and Psychoacoustics*, by W. L. Gulick, G. A. Gescheider, and R. D. Frisina; *The Retina: An Approachable Part of the Brain*, by J. E. Dowling; *Handbook of Physiology—The Nervous System. III. Sensory Processes*, edited by J. M. Brookhard and V. B. Mountcastle.]

**[PSYCH 402 Current Research on Psychopathology: Depression]**

Spring. 4 credits. Limited to 20 students. Prerequisite: Psychology 325 or HDFS 370 and permission of the instructor. Not offered 1996-97. M 1:25-4:25. K. Lockhart.

Current research and theory on the nature and etiology of depression. Approaches from various perspectives (biological, psychological, socio-cultural) are considered. Minimal attention to psychotherapy and symptomatology.]

**[PSYCH 404 Psychopathology and the Family]**

Spring. 4 credits. Limited to 20 students. Prerequisite: Psychology 325 or HDFS 370 and permission of the instructor. M 1:25-4:25. K. Lockhart.

This course will explore familial influences on the development of abnormal behavior. It will examine how psychological, biological, and cultural factors in a family might contribute to such disorders as anorexia nervosa, depression, sexual abuse, psychopathy, and psychosomatic illnesses. Emphasis will be placed on early childhood experiences in the family and their impact on the development of later psychopathology. The course will also discuss how the evolution of family structures in more recent times (e.g., the rise in day care and divorce) influences the individual. Family therapy approaches and techniques will also be examined.

**[PSYCH 410 Undergraduate Seminar in Psychology]**

Fall or spring. 2 credits. Nonmajors may be admitted, but psychology majors are given priority. Hours to be arranged. Staff.

Information on specific sections for each term, including instructor, prerequisites, and time and place, may be obtained from the Department of Psychology office, 211 Uris Hall.

**[PSYCH 412 Laboratory in Cognition and Perception]**

Spring. 4 credits. Limited to 15 students. Prerequisite: statistics and one course in cognition or perception is recommended.

Graduate students, see Psychology 612.

M W 2:55-4:10. D. J. Field.

A laboratory course is designed to introduce students to experimental methods in perception and cognitive psychology. Students will take part in a number of classic experiments and develop at least one independent project. Computers will be available and used in many of the experiments although computer literacy is not required. Projects will be selected from the areas of visual perception, pattern recognition, memory, and concept learning.

**[PSYCH 413 Information Processing: Conscious and Non-conscious]**

Spring. 4 credits. Prerequisites: at least on course in human experimental and permission of instructor; Psychology 350 or equivalent will be useful for evaluating empirical articles. Not offered 1996-97. R 10:10-12:35. B. Khurana.

In the past decade or so, a not-so-quiet revolution has been taking place in the field of cognition regarding the problem of conscious mental computation. Data have come from patients with striking neuropsychological syndromes, i.e., the phenomenon of "blindsight" in which patients can respond to visual stimuli without the conscious experience of vision or the "amnesic" syndrome in which patients show intact learning and memory sans the awareness of the learning encounters. This signature of independent mental computations has also been amply demonstrated in normal individuals in laboratory settings. We will critically evaluate the theoretical worth and empirical justification of the distinction between "conscious" and "non-conscious" mental computations in normal and patient populations. Weekly readings will be from, but not limited to, topics such as visual processes, face recognition, spatial attention, explicit and implicit memory, and control processes. Students will be required to: (1) lead and partake in advanced level discussions of classic and current papers, (b) submit weekly summaries of the assigned readings, and (c) write a term paper on a topic of their interest. Students should be prepared to read extensively, think analytically, discuss cogently, and write succinctly.]

**[PSYCH 414 Comparative Cognition]**

Spring. 3 credits. Prerequisites: Psychology 205, 209, 214, or permission of instructor. Graduate students, see Psychology 714. Not offered 1996-97. T R 11:40-12:55. E. S. Spelke.

Studies of animal behavior, human development, and human pathology may shed light on the nature of knowledge and reasoning. This seminar will focus on knowledge and reasoning about space, time, number, physical objects, and persons. Questions will include: (1) How do cognitive abilities vary across species: Are there ways of reasoning that are distinctly human? (2) Do humans and/or other animals reason in the same way about entities in different domains (e.g., numbers, physical objects, and persons)? (3) How do knowledge and reasoning change throughout human development: Is knowledge enriched, or more radically restructured, as children grow and gain experience?]

**[PSYCH 415 Concepts, Categories, and Word Meanings]**

Fall. 4 credits. Prerequisites: Psychology 205, 209, 214, or 215, or permission of instructor. Graduate students, see

Psychology 615. Not offered 1996-97.

M 1:25-4:25. F. C. Keil.

A consideration of what types of categories are psychologically important, of how they are represented and used through concepts, and of how concept structure and semantic structure are interrelated. Different models of concept structure and categorization processes are evaluated, as are models of conceptual change and concept acquisition. Other topics include: relations between concepts and broader knowledge representation systems such as scripts, mental models, and intuitive theories; relative roles of associative information and beliefs in concept structure; categorization in other species; neuropsychological studies of categorization; comparisons of categorization systems across cultures; and comparisons of concept structures across different types of categories.]

**[PSYCH 416 Modeling Perception and Cognition]**

Spring. 4 credits. Prerequisites: Psychology 205, 209, 214, or 215, or permission of instructor. M W F 11:15-12:05. M. Spivey-Knowlton.

This course offers a survey of several computational approaches to understanding perception and cognition. We will explore linear systems analysis, connectionist models, dynamical systems, and production systems, to name a few. Emphasis will be placed on how complex sensory information gets represented in these models, as well as how it gets processed. This course will cover computational accounts of language processing, language acquisition, visual perception, and visual development, among others. Students will complete a final project that applies a computational model to some perceptual/cognitive phenomena.

**[PSYCH 417 The Origins of Thought and Knowledge]**

Fall. 4 credits. Prerequisites: Psychology 205, 209, 214, or 215, or permission of instructor. Graduate students, see Psychology 717. M 1:25-4:25. F. C. Keil.

An in-depth analysis of current theories concerning the growth of thought and knowledge in childhood. Several controversies will be discussed in detail, including: Are mental abilities organized in local domains or modules that have their own patterns of development, or is cognitive development a more general process? Do comparative studies with other species and evolutionary models provide any useful insights into cognitive development in humans? Are there qualitative restructurings of thought and knowledge with development, or is the process more continuous in nature? What restrictions should these developmental considerations place on models of thought and knowledge in adults?

**[PSYCH 418 Psychology of Music]**

Spring. 3 or 4 credits, depending on whether student elects to do an independent project. Prerequisites: junior or senior standing with major in psychology or music and some background in both, or permission of instructor. Graduate students, see Psychology 618. M W 2:55-4:10. C. L. Krumhansl.

Detailed analysis of topics in the psychology of music, including theories of consonance, perception of tonal-harmonic structure, memory for music, and effects of musical training. Emphasis given to experimental methodologies.



**[PSYCH 419 Neural Networks Laboratory]** Spring. 4 credits. Prerequisites: at least one course in biology or biological psychology, one year of calculus, and permission of instructor. Limited to 15 students. Graduate students, see Psychology 619. Not offered 1996-97. T R 2:55-4:10. D. J. Field.

The course will take a hands-on approach to understanding the limitations and successful applications of neural networks to problems in cognitive and biological psychology. A variety of neural network architectures will be discussed and explored using computer simulations. Applications of networks to perceptual recognition and representation will be emphasized. We will consider the class of problems that different networks can solve and consider the accuracy with which they model real nervous systems. Students will complete weekly lab reports and develop one independent project demonstrating the application of a neural network to a problem discussed in the course.]

**[PSYCH 420 Laboratory in Neuroethology (also BIONB 420-03)]**

Spring. 1 credit. Prerequisite: BIONB 424 or Psychology 424 or equivalent. Permission of instructor required. Lab: M 12:20-5:00. Not offered 1996-97. C. D. Hopkins. Designed as a laboratory component for BIONB 424/Psychology 424, this course will illustrate principles of neuroethology: sensory processing, neuroanatomy, and behavioral analysis. Students will participate in six laboratory exercises scheduled throughout the semester. The laboratory will be open from 12:20 until 5:00 p.m. on Mondays and Wednesdays. Labs will be done in groups of two. Students in this course will learn the fundamentals of electrophysiology, neuroanatomy, and behavior through a series of six laboratory exercises using electric fish, *Drosophila*, crayfish and *Limulus*, bats and moths.]

**[PSYCH 422 Developmental Biopsychology]**

Fall. 4 credits. Prerequisites: a course in introductory biology and a course in biopsychology or neurobiology (such as Psychology 123 or BIONB 221). Graduate students, see Psychology 622. Not offered 1996-97. M W F 9:05-9:55. B. L. Finlay. We will discuss the relationship of the development and evolution of the brain to the development of behavior. Topics include how neurons are generated, find targets, and establish connections; the emergence of reflexive and complex behavior; how experience affects the developing brain; evolutionary perspectives on the development of perception, memory, and communication systems; and abnormal development.]

**[PSYCH 424 Neuroethology (also BIONB 424)]**

Spring. 3 credits. Prerequisites: BIONB 221 and 222. S-U grades optional for graduate students only. T 9:05-11:00, R 9:05-9:55. Classes will be held on T R at 9:05-11:00. Thursday's class will run for one hour. Recitations will be scheduled in class. Not offered 1996-97. C. D. Hopkins.

In the 1950's-1970's ethologists attempted to understand the mechanisms of animal behavior through the use of comparative methods, evolutionary analysis, careful observations of animals in their native habitats, and clever experimentation. Now,

with the explosion of knowledge and techniques in the neurosciences, many of the ethologist's mechanisms are being explained in terms of neural systems. This course will review the current status of research in neuroethology, including: mechanisms of acoustic communication in insects and in vertebrates; echolocation in bats and sound localization in owls; electroreception and electrolocation; chemical communication; and visual processing. In addition, it will review studies of the neural systems involved in decision making, in initiating action, and in coordinating fixed acts. Assigned readings will include original articles from the scientific literature. A term paper/poster on neuroethology will be required.]

**[PSYCH 425 Cognitive Neuroscience]**

Fall. 3 or 4 credits (4-credit option includes a discussion section and requires an additional paper). Prerequisites: a course in introductory biology and a course in biopsychology or neurobiology (such as Psychology 123 or BIONB 221). Graduate students, see Psychology 625. M W F 9:05-9:55. B. L. Finlay.

We will study the relation between structure and function in the central nervous system. The importance of evolutionary and mechanistic approaches for understanding the human behavior and cognition will be stressed. The course will focus on issues in cognitive neuroscience: mechanisms of perception, particularly vision, and the neuropsychology of everyday acts involving complex cognitive skills such as recognition of individuals, navigation in the world, language, memory, and social interaction.

**[PSYCH 429 Olfaction and Taste: Structure and Function (also BIONB 429)]**

Fall. 3 or 4 credits (4-credit option requires a term paper or research project. The research project can, but does not need to, study nonhuman vertebrates). Preference given to junior and senior psychology and biology majors and graduate students. Prerequisite: one 300-level course in biopsychology or equivalent. Graduate students, see Psychology 629. Not offered 1996-97. T R 9:05. B. P. Halpern.

The structural and functional characteristics of olfaction and taste will be explored by reading and discussing current literature in these areas. Structure will be examined at the light levels of electron microscopes as well as at the molecular level. Function will be primarily neurophysiological and biochemical aspects. The emphasis will be on vertebrates, especially air-breathing vertebrates in the case of olfaction, but there will be some coverage of invertebrate forms. A textbook and a course packet of reproduced articles will be used. At the level of *Smell and Taste in Health and Disease*, edited by T. V. Getchell, R. L. Doty, L. M. Bartoshuk, and J. B. Snow; *The Neurobiology of Taste and Smell*, edited by T. E. Finger and W. L. Silver.]

**[PSYCH 431 Effects of Aging on Sensory and Perceptual Systems (also BIONB 421)]**

Fall. 3 or 4 credits; the optional (or fourth) credit involves a term paper. Prerequisites: an introductory course in biology or psychology, plus a second course in perception or neurobiology or cognition or psychology. No auditors. Limited to 25 students. Graduate students, see Psychol-

ogy 631. Not offered 1996-97. T R 10:10-11:25. B. P. Halpern.

A literature-based examination of post-maturation changes in the perceptual, structural, and physiological characteristics of somesthetic, chemosensory, visual, and auditory systems. Emphasis will be on human data, with non-human information included when especially relevant. Current developments in human sensory prosthetic devices, and in regeneration of receptor structures, will be examined. Brief written statements (by electronic mail) of questions and problems related to each set of assigned readings will be required at least one day in advance of each class meeting. This course will be taught using the Socratic Method, in which the instructor asks questions of the students. Students read, analyze, and discuss in class difficult original literature dealing with the subject matter of the course. Students are expected to come to each class having already done, and thought about, the assigned readings.]

**[PSYCH 436 Language Development (also Human Development and Family Studies 436 and Linguistics 436)]**

Spring. 4 credits. Prerequisite: at least one course in developmental psychology, cognitive psychology, cognitive development, or linguistics. Open to undergraduates and graduate students. S-U grades optional. Graduate students will also meet for additional advanced discussion of course content. Graduate students should also enroll under HDFS 700/Linguistics 700 (2 credits). Not offered 1996-97. T R 3:10-4:25. B. Lust.

This course is a survey of basic issues, methods, and research in the study of first language acquisition. Major theoretical positions in the field are considered in the light of experimental studies in first-language acquisition of phonology, syntax, and semantics from infancy on. The fundamental linguistic issues of "universal grammar" and the biological foundations for acquisition are discussed, as are the issues of relations between language and thought. The acquisition of communication systems in nonhuman species such as chimpanzees is addressed, but major emphasis is on the child.]

**[PSYCH 440 The Brain and Sleep]**

Fall. 4 credits. Prerequisites: At least Psychology 123 or BIONB 221. A additional course in biology, biopsychology or neurobiology in particular, BIONB 222 is recommended. S-U grades optional. Graduate students, see Psychology 640. T R 10:10-11:25. H. S. Porte.

Taking a comparative evolutionary perspective—Do insects sleep? Do fish sleep?—This course examines the neural events that instigate, maintain, and disturb the states and rhythms of sleep in various species. Emphasizing human data where possible, special topics will include sleep deprivation and the biological functions of sleep; sleep's putative role in learning and memory; biologically interesting deviations from normal sleep. A cognitive neuroscience of sleep will take shape as we look at sleep's psychological correlates—including dreams in REM sleep—in light of what we know about the brain and sleep.

**PSYCH 441 Laboratory in Sleep and Dreaming**

Spring. 4 credits. Prerequisites: Psychology 440 or comparable preparation, and permission of the instructor during preregistration. Laboratory fee: \$35. W 7:30-10:30 p.m. H. S. Porte.

Emphasizing the neurobiology of sleep state, the course introduces the laboratory study of human sleep and dreaming. Serving as both experimenter and subject, each student will learn the rationale and techniques of electroencephalography and other bioelectric measures of behavioral state. Using computerized data analysis, students will complete weekly laboratory reports and a collaborative term project. Sleep recordings will be done during the day or evening when possible. Occasional overnight recording sessions will follow the regular class meeting.

**PSYCH 450 The Lenses of Gender (also Women's Studies 450)**

Fall. 4 credits. Permission of instructor. Previous coursework in Women's Studies strongly recommended. Limited to 15 seniors and graduate students. No preregistration; interested students should attend the first class session. Graduate students, see Psychology/Women's Studies 650. Not offered 1996-97. W 2:30-4:30. S. L. Bem.

This seminar analyzes the ideological, institutional, and psychological mechanisms that are responsible for the social reproduction of male power in Western—and especially American—culture. It is very interdisciplinary, covering material from biology, history, anthropology, law, sociology, psychology, psychiatry, philosophy, and feminist theory. As much as the central focus of the seminar is on gender, it does not analyze gender in isolation but looks also at its interactions with race and (especially) sexuality. Students must write a final exam, a term paper; plus weekly commentaries on the readings.

**PSYCH 470 Undergraduate Research in Psychology**

Fall or spring. 1-4 credits. S-U grades optional. Written permission from the staff member who will supervise the work and assign the grade must be included with the course enrollment material. Students should enroll in the section listed for that staff member. A section list is available from the Department of Psychology. Hours to be arranged. Staff.

Practice in planning, conducting, and reporting independent laboratory, field, and/or library research.

**PSYCH 471 Advanced Undergraduate Research in Psychology**

Fall or spring. 1-4 credits. S-U grades optional. Written permission of the staff member who will supervise the work and assign the grade must be included with the course enrollment material. Students should enroll in the section listed for that staff member. A section list is available from the Department of Psychology. Hours to be arranged. Staff.

Advanced experience in planning, conducting, and reporting independent laboratory, field, and/or library research. One, and preferably two, semesters of Psychology 470 is required. The research should be more independent and/or involve more demanding technical skills than that carried out in Psychology 470.

**PSYCH 472 Multiple Regression**

Spring, weeks 1-7. 2 credits. Prerequisite: one solid semester of introductory statistics. Analysis of variance is helpful but not required. M W F 10:10. R. B. Darlington.

Uses and pitfalls of multiple regression in causal analysis, path analysis, and prediction. Emphasis on analyzing data collected under uncontrolled conditions. Includes collinearity, indicator variables, sets, adjusted and shrunken  $R^2$ , suppressors, hierarchical analysis, overcontrol, experimental design. Very little hand computation; uses MYSTAT computer program.

**PSYCH 473 General Linear Model**

Spring, weeks 8-14. 2 credits. Prerequisite: Psychology 472 or equivalent. M W F 10:10. R. B. Darlington.

Includes multicategorical variables, corrections for multiple tests, diagnostic methods, nonlinear relationships, interaction, main and simple effects, and basic power analysis. Emphasizes MYSTAT and SYSTAT, briefly discusses SAS PROC REG and SAS PROC GLM.

**[PSYCH 475 Multivariate Analysis of Psychological Data]**

Fall. 2 credits. Prerequisite: Psychology 473 or permission of instructor. Not offered 1996-97. R 10:10-12:05. R. B. Darlington.

Students vote on topics to cover, choosing among nonparametric methods, time series, cluster analysis, multidimensional scaling, component analysis, factor analysis, MANOVA, canonical correlation, repeated measures, logistic regression, log-linear models, corrections for unreliability in regression, nesting, power analysis, influence analysis, and other topics. First class sketches all these topics before vote.]

**[PSYCH 478 Psychometric Theory]**

Fall. 2 credits. Prerequisite: Psychology 472 or permission of instructor. Not offered 1996-97. T R 10:10-12:05. R. B. Darlington.

Statistical methods relevant to the use, construction, and evaluation of psychological tests.]

**[PSYCH 479 Multisample Secondary Analysis]**

Fall, weeks 11-14. 1 credit. Prerequisite: Psychology 350 or equivalent. Not offered 1996-97. T R 10:10-12:05. R. B. Darlington.

Statistical methods for analyzing and integrating the results of many independent studies on related topics.]

**PSYCH 481 Advanced Social Psychology**

Fall. 4 credits. Limited to 20 students, by application. Senior psychology majors have priority. Graduate students, see Psychology 681. T R 10:10-11:25. D. T. Regan.

Selected topics in social psychology are examined in depth with an emphasis on the relationship between experimental research and the development of theory. Readings will be mostly primary sources. Among the theoretical approaches to social behavior we may discuss are social comparison theory, cognitive dissonance, attribution processes and social judgment, dramaturgy and impression management, and biological perspectives.

**PSYCH 489 Seminar: Beliefs, Attitudes, and Ideologies**

Spring. 4 credits. Prerequisites: one course in psychology or sociology and permission of instructor during preregistration. Seniors are given priority. W 2:30-4:30. D. J. Bem.

First, we will examine some fundamental properties of beliefs and attitudes: how they are formed and changed, what psychological functions they serve for the individual, and how they coalesce into belief systems or ideologies. Second, we will examine a number of ideologies in detail: for example, the political ideologies of the American public, gender, sexual orientation, the ideological factors that promote anorexia in a society, the contrasting world-views of "pro-choice" and "pro-life" activists, the ideologies of psychology and science, and more. Participants will also be encouraged (via brief writing assignments and a term paper) to examine one or more of their own ideologies.

**PSYCH 491 Research Methods in Psychology**

Spring. 4 credits. Enrollment limited to 25 students. Recommended: permission of instructor, Psychology 350, experience in upper-division psychology courses, or graduate standing. Graduate students, see Psychology 691. T R 10:10-11:25. D. A. Dunning.

An intensive examination of the basic research methods used in social, personality, cognitive, and developmental psychology. The course will focus on designing and conducting experiments, i.e., how to turn vague theories into concrete and testable notions, evaluate studies, avoid common pitfalls, and, finally, remain ethical. Beyond learning methods of "correct" and rigorous experimentation, we will also discuss what makes a research study actually interesting. The course in addition, will cover test construction, survey methods, and "quasi experiments." Students will concentrate on completing a small research project in which they conduct an experiment, interpret its data, and write up the results.

**[PSYCH 492 Sensory Function (also BIONB 492)]**

Spring. 3 or 4 credits. The 4-credit option involves a one-hour section once a week, in which students are expected to participate in discussion. The 4-credit option is not always offered. Prerequisite: a 300-level course in biopsychology, or BIONB 222 or BIOAP 311, or permission of the instructors. Students are expected to have a knowledge of elementary physics, chemistry, and behavior. S-U grades optional. Offered alternate years. Graduate students, see Psychology 692. Not offered 1996-97. M W F 10:10. B. P. Halpern and H. C. Howland.

This course covers classical topics in sensory function such as vision, hearing, touch and balance, as well as some more modern topics like sensory coding, location of stimulus sources in space, the development of sensory systems, and non-classical topics such as electroreception and internal chemoreceptors. Both human and nonhuman systems are discussed. In all cases the chemical, physical, and neurophysiological bases of sensory information are treated, and the processing of this information is followed into the central nervous system. At the level of *The Senses*, edited by Barlow and Mollon, and *An Introduction to the Physiology of Hearing*, 2nd edition, by Pickles.]

## Advanced Courses and Seminars

Advanced seminars are primarily for graduate students, but with the permission of the instructor they may be taken by qualified undergraduates. The selection of seminars to be offered each term is determined by the needs of the students.

A supplement describing these advanced seminars is available at the beginning of each semester and can be obtained from the department office (211 Uris Hall). The following courses may be offered either term and carry 4 credits unless otherwise indicated.

### PSYCH 510-511 Perception

### PSYCH 512-514 Visual Perception

### PSYCH 513 Learning

### PSYCH 515 Motivation

### PSYCH 518 Topics in Psycholinguistics

### PSYCH 519-520 Cognition

### PSYCH 521 Psychobiology

### PSYCH 522 Topics in Perception and Cognition

### PSYCH 523 Hormones and Behavior

### PSYCH 524 Sex Differences in Brain and Behavior (also BIONB 626)

Spring. 2 credits. Limited to 12 seniors and graduate students. Hours to be arranged. T. J. DeVoogd.

A survey of the newly discovered animal models for sex differences in the brain. Topics include the role of steroids in brain development, whether hormones can modify the structure of the adult brain, and the consequences of such sex differences in anatomy for behavior.

### PSYCH 525 Mathematical Psychology

### PSYCH 527 Topics in Biopsychology

### PSYCH 535 Animal Behavior

### PSYCH 541 Statistics in Current Psychological Research

### PSYCH 543 Psychological Tests

### PSYCH 544 Topics in Psychopathology and Personality

### PSYCH 551 Distinguished Speakers

### PSYCH 580 Experimental Social Psychology

### PSYCH 600 General Research Seminar

Fall or spring. No credit.

### PSYCH 605 Perception (also Psychology 205)

Spring. 4 credits. T R 11:40-12:55. J. E. Cutting.

### [PSYCH 607 Chemosensory Perception (also Psychology 307)

Fall. 4 credits. Not offered 1996-97. T R 9:05. B. P. Halpern.]

### [PSYCH 609 Development of Perception (also Psychology 309)

Fall. 4 credits. Not offered 1996-97. T R 2:55-4:10. E. S. Spelke.]

### PSYCH 611 Introduction to Human Memory (also Psychology 311)

Spring. 4 credits. T R 11:40-12:55. B. Khurana.

### PSYCH 612 Laboratory in Cognition and Perception (also Psychology 412)

Spring. 4 credits. M W 2:55-4:10. D. J. Field.

### [PSYCH 613 Obesity and the Regulation of Body Weight (also Nutritional Sciences 315)

Spring. 3 credits. Limited to 30 students. Prerequisites: one course in psychology and one course in nutrition. Undergraduate students may register with permission of instructor. S-U grades optional. Offered alternate years. Not offered 1996-97. T 1:30-3:30. D. A. Levitsky.

This course is a multidisciplinary discussion of the causes, effects, and treatments of human obesity. Topics include the biopsychology of eating behavior, the genetics of obesity, the role of activity and energy metabolism, psychosocial determinants of obesity, anorexia nervosa, therapy and its effectiveness, and social discrimination.]

### PSYCH 614 Issues in Cognitive Psychology (also Psychology 214)

Fall. 4 credits. M W F 10:10. B. Khurana.

### [PSYCH 615 Concepts, Categories, and Word Meaning (also Psychology 415)

Fall. 4 credits. M 1:25-4:25. Not offered 1996-97. F. C. Keil.]

### PSYCH 618 Psychology of Music (also Psychology 418)

Spring. 4 credits. M W 2:55-4:10. C. Krumhansl.

### [PSYCH 619 Neural Networks Laboratory (also Psychology 419)

Spring. 4 credits. Not offered 1996-97. T R 2:55-4:10. D. J. Field.]

### [PSYCH 622 Developmental Biopsychology (also Psychology 422)

Fall. 4 credits. Not offered 1996-97. M W F 9:05-9:55. B. L. Finlay.]

### PSYCH 625 Cognitive Neuroscience (also Psychology 425)

Fall. 4 credits. M W F 9:05-9:55. B. L. Finlay.

### PSYCH 626 Evolution of Human Behavior (also Psychology 326)

Fall. 4 credits. T R 2:55-4:10. R. E. Johnston.

### [PSYCH 629 Olfaction and Taste: Structure and Function (also Psychology 429 and BIONB 429)

Fall. 4 credits. Not offered 1996-97. T R 9:05. B. P. Halpern.]

### [PSYCH 631 Effects of Aging on Sensory and Perceptual Systems (also Psychology 431 and BIONB 421)

Fall. 4 credits. Not offered 1996-97. T R 10:10-11:25. B. P. Halpern.]

### PSYCH 632 Biopsychology of Learning and Memory (also Psychology 332 and BIONB 328)

Spring. 4 credits. M W F 11:15. T. J. DeVoogd.

### PSYCH 640 The Brain and Sleep (also Psychology 440)

Fall. 4 credits. T R 10:10-11:25. H. S. Porte.

### [PSYCH 642 Human Perception: Applications to Computer Graphics, Art, and Visual Display (also Psychology 342)

T R 11:40-12:55. Not offered 1996-97. D. J. Field.]

### PSYCH 650 The Lenses of Gender (also Psychology 450 and Women's Studies 450 and Women's Studies 650)

Fall. 4 credits. W 2:30-4:30. S. L. Bem.

### [PSYCH 676 Motivation (also Psychology 276)

Spring. 4 credits. Not offered 1996-97. T R 10:10-11:25. E. M. Blass.]

### PSYCH 681 Advanced Social Psychology (also Psychology 481)

Fall. 4 credits. T R 10:10-11:25. D. T. Regan.

### PSYCH 689 Seminar: Beliefs, Attitudes and Ideologies (also Psychology 489)

Spring. 4 credits. W 2:30-4:30. D. J. Bem.

### PSYCH 691 Research Methods in Psychology (also Psychology 491)

Spring. 4 credits. T R 10:10-11:25. D. A. Dunning.

### [PSYCH 692 Sensory Function (also Psychology 492 and BIONB 492)

Spring. 4 credits. Not offered 1996-97. M W F 10:10. B. P. Halpern and H. C. Howland.]

### [PSYCH 696 Introduction to Sensory Systems (also Psychology 396 and BIONB 396)

Spring. 4 credits. Not offered 1996-97. M W F 10:10. B. P. Halpern.]

### PSYCH 700 Research in Biopsychology

### PSYCH 709 Developmental Psychology (also Psychology 209)

Spring. 4 credits. T R 10:10-11:25. F. C. Keil.

### PSYCH 710 Research in Human Experimental Psychology

### [PSYCH 713 Information Processing: Conscious and Non-conscious (also PSYCH 413)

Spring. 4 credits. R 10:10-12:35. Not offered 1996-97. B. Khurana.]

### [PSYCH 714 Comparative Cognition (also Psychology 414)

Spring. 4 credits. T R 11:40-12:55. Not offered 1996-97. E. S. Spelke.]

### PSYCH 715 Psychology of Language (also Psychology 215)

Fall. 4 credits. M W F 11:15. M. Spivey-Knowlton.

### PSYCH 716 Auditory Perception (also Psychology 316)

Fall. 4 credits. T R 10:10-11:25. C. L. Krumhansl.

### PSYCH 717 The Origins of Thought and Knowledge (also Psychology 417)

Fall. 4 credits. M 1:25-4:25. F. C. Keil.

### PSYCH 720 Research in Social Psychology and Personality

### PSYCH 722 Hormones and Behavior (also Psychology 322 and BIONB 322)

Spring. 4 credits. M W F 1:25. D. Guderhuth.

**PSYCH 773-774 Proseminar in Cognitive Studies I and II (also Cognitive Studies 773/774, Philosophy 773/774, Linguistics 773/774, and Computer Science 773/774)**

Fall: R. grade. Spring: S-U only.  
4 credits.

The Cognitive Studies Proseminar consists of two semesters of meetings with the graduate faculty in the field of Cognitive Studies. The proseminar will consist of a general introduction to the field of Cognitive Studies including an introduction to each of the major disciplines that make up the minor: i.e., computer science, linguistics, philosophy, and psychology. In each of these disciplines, faculty members from the field will introduce the theoretical and methodological issues that underlie the field and its relation to Cognitive Studies; in addition, they will introduce various labs in which active research is being conducted in their field at Cornell.

The proseminar will include suggestions from faculty in each field for further advanced interdisciplinary research that can be pursued at Cornell during a Cognitive Studies minor. It will conclude (end of second term) with individual student presentations in which students initiate a critique of some interdisciplinary research, after consultation with a faculty member of their choice.

Although suitable to entering graduate students, the proseminar is also open to graduate students beyond their first year. Advanced undergraduates with a Cognitive Studies concentration may also be admitted. This is a year-long lecture and discussion course. The year-long commitment is mandatory. An "R" grade will be assigned in the fall semester, and a S-U grade only will be assigned in the spring semester.

**PSYCH 775 Proseminar in Social Psychology I**

Fall. 2 credits. Limited to 10 graduate students in social psychology. Hours to be arranged. D. A. Dunning, and T. D. Gilovich and D. T. Regan.

This is the first term of a year-long discussion-seminar course intended to give graduate students an in-depth understanding of current research and theory in social psychology. The course will emphasize social cognition, but other topics, such as group dynamics, social influence, the social psychology of language, emotional experience, etc., will be covered.

**PSYCH 776 Proseminar in Social Psychology II**

Spring. 2 credits. Limited to 10 graduate students in social psychology. Hours to be arranged. D. A. Dunning and T. D. Gilovich.

This is the second half of a year-long discussion-seminar course intended to give graduate students an in-depth understanding of current research and theory in social psychology. The course will emphasize social cognition, but other topics, such as group dynamics, social influence, the social psychology of language, emotional experience, etc., will be covered.

**PSYCH 900 Doctoral Thesis Research in Biopsychology**

**PSYCH 910 Doctoral Thesis Research in Human Experimental Psychology**

**PSYCH 920 Doctoral Thesis Research in Social Psychology and Personality**

## Summer Session Courses

The following courses are also frequently offered in the summer session, though not necessarily by the same instructor as during the academic year. Not all of these courses will be offered in a particular summer. Information regarding these courses and additional summer session offerings in psychology is available from the department before the end of the fall semester.

**PSYCH 101 Introduction to Psychology: The Frontiers of Psychological Inquiry**

**PSYCH 123 Introduction to Biopsychology**

**PSYCH 128 Introduction to Psychology: Personality and Social Behavior**

**PSYCH 280 Introduction to Social Psychology**

**PSYCH 350 Statistics and Research Design**

**PSYCH 380 Community Mental Health (also Human Service Studies 380)**

## QUECHUA

See Modern Languages under Languages and Linguistics

## RELIGIOUS STUDIES MAJOR

See "Special Programs and Interdisciplinary Studies."

## ROMANCE STUDIES

The Department of Romance Studies (Jonathan Tittler, chair) offers courses in French literature, Italian literature, and Spanish literature. In addition, the department's program includes courses in the French and Spanish languages, French linguistics, Spanish linguistics, semiotics, and French, Italian, and Hispanic culture. Through its course offerings and opportunities for independent study, the department seeks to encourage study of the interactions of the Romance literatures among themselves, with other literatures, and with other fields of inquiry.

### French

J. Béraud, director of undergraduate studies; A. Berger, A. M. Colby-Hall, N. Furman, D. I. Grossvogel, R. Klein, P. Lewis, K. Long, J. Ngate, A. Seznec, S. Tarrow, L. R. Waugh.

### The Major

The major in French is divided into three options: French Area Studies, French linguistics, and French literature. For a description of the linguistics option, see Modern Languages or Linguistics, French. The area studies and literature options are described below.

While prospective majors should try to plan their programs as far ahead as possible, especially if they intend to study abroad, no student will be refused admission merely because of a late start. Students wishing to major in French area studies or French literature should consult the director of undergraduate studies of the Department of Romance Studies, Professor Jacques Béraud.

### The Literature Option

The major in French, literature option, is designed to give students proficiency in the oral and written language, to acquaint them with French literature and culture, and to develop skills in literary analysis.

#### Admission

To be admitted to the major, students should have completed FRLIT 201, 220, or 221 plus 222 and FRDML 213 or its equivalent by the end of their sophomore year.

*For completion of the major, a student must:*

- (1) acquire a sound degree of competence in French language. This competence is demonstrated by the successful completion of French 301-312 or their equivalents, such as properly accredited study abroad or the passing of a special language test (the CASE examination) or the permission of the adviser (this option applies only to 312).
- (2) take six courses in French literature or civilization at the 300 level or above. These courses, selected in consultation with the student's major adviser, will include at least two pre-19th-century courses and at least one 400-level course.
- (3) take two connected courses in one of the following related areas: literature, linguistics, comparative literature, history, history of art, music, government or another relevant discipline with a significant French component. Students who are double majors are exempted from this last requirement.

### The French Area Studies Option

#### Admission

To be admitted to the major, students should have completed French Literature 201, 220, 221 or 224 plus French Language 213 or its equivalent by the end of their sophomore year.

*For completion of the major, a student must:*

- (1) acquire a sound degree of competence in the French language. This competence is demonstrated by the successful completion of French 301-312 or their equivalents, such as properly accredited study abroad or the passing of a special language test (the CASE examination) or the permission of the adviser (this option applies only to 312).
- (2) take two courses in Romance Studies (literature or civilization) at the 300 level or above.
- (3) take six courses at the 300 level or above in no more than three areas of interest such as—but not limited to—Africana Studies, anthropology, comparative literature, French literature, economics, government, history, history of art, linguistics, music, theater arts, women's studies. Each area must be represented by at least two courses, and each course must have a French component. At least one of these six courses should be at the 400 level.

### Administration of French Area Studies

Students are admitted to the major by the director of undergraduate studies of the Department of Romance Studies, but will be



guided by their individual advisers. A copy of each student's program will be given to the director of undergraduate studies for approval and safekeeping.

### Study Abroad in France

French majors or other interested students may study in France for one or two semesters during their junior year. Opting for one of several study-abroad plans recognized by the departments of Romance Studies, Modern Languages, and Linguistics facilitates the transfer of credit. Information about these plans is available from the director of undergraduate studies.

Students must be Cornell undergraduates with a strong academic record. The minimum French preparation is the completion of FRDML 213 or its equivalent in advanced credit or placement by the Cornell CASE examination. The taking of FRROM 301 and/or 312 is, however, strongly recommended.

Students interested in studying in France are encouraged to consider the special benefits offered by EDUCO, the program in Paris cosponsored by Cornell and by Duke University. EDUCO offers advanced students a challenging course of study and the experience of total immersion in French life and culture in Paris. Participants in this program spend the year or the semester as fully matriculated students at the University of Paris and other institutions of higher learning in Paris, including the Institut d'Etudes Politiques (Sciences Po), selecting courses in many fields from the regular university course offerings. Students begin the academic year with an intensive three-week orientation into French history, society, and daily life. While it is possible to enroll in the EDUCO Program for one semester, admission will be given first to students planning to study abroad for the full academic year.

EDUCO maintains a center in Paris with appropriate support staff. The resident director, chosen annually from the Cornell and Duke faculties, teaches a special seminar each semester, provides academic advice, and helps ensure the quality of the courses. The center, which includes a small library and word-processing facilities, is regularly used by students for special tutorials, seminars, and lectures, as well as informal gatherings.

### Study Abroad in Geneva

French majors or other students with a commitment to international experience may study abroad in Geneva, Switzerland. Geneva is an especially appropriate location for students with an interest in international affairs, as many international organizations maintain offices there, among them the United Nations, the Red Cross, the headquarters of the World Health Organization, the International Labor Organization, the International Telecommunications Union, the World Intellectual Property Organization, the European Nuclear Research Center, and the Ecumenical Center at Grand-Saconnex. Cornell students enroll full-time in the University of Geneva, where they take year-long courses in conjunction with Swiss students. They can choose classes in many subjects, including literature, economics and other social sciences, law, theology, psychology, education, architecture, physical education, and French language, civilization, and history.

Interested students can participate in internships at international organizations, and qualified participants may be able to work under the direction of officials on research studies that are of mutual interest. Beginning in mid-July, the University of Geneva offers four consecutive three-week language and civilization summer courses which prepare students for the mandatory French exam given in early October. Cornell students must attend the last of these sessions, from mid-September to early October, but earlier sessions are recommended for students who need additional language preparation.

Students must be Cornell undergraduates with a strong academic record. The minimum French preparation is the completion of FRDML 213 or its equivalent in advanced credit or placement by the Cornell CASE examination. The taking of FRROM 301 and/or 312 is, however, strongly recommended. Students should plan to study abroad for the entire academic year. Students interested in the study abroad program in Geneva should contact the Cornell Abroad office for further information.

**Honors.** The honors program encourages well-qualified students majoring in French literature or culture to do independent work in French outside the structure of courses. The preparation of the senior honors essay, generally spread over two terms, provides a unique learning opportunity, since it allows for wide reading and extensive rewriting to a degree not possible in the case of course papers.

No special seminars or courses are required of honors students, but they will have regular meetings with the faculty advisers who have agreed to supervise their work. They may receive course credit by enrolling in French 429–430, but these independent study courses must be taken in addition to the courses that meet the minimum requirements for the major. At the end of the senior year, each honors student is examined orally on the honors essay by a jury consisting of his or her faculty adviser and two other faculty members. The awarding of honors is determined by the student's grades in the major and the quality of the honors essay.

**Fees.** Depending on the course, a small fee may be charged for copies of texts used in course work.

### Language and Linguistics

Most language courses and French linguistics courses are offered by Modern Languages and Linguistics. Further language courses (conversation and advanced level), French linguistics courses, and all literature courses are listed below.

*Note: Students placed in the 200-level courses have the option of taking language and/or literature courses; see listings under "Literature" for descriptions of the literature courses, any of which may be taken concurrently with French Language 200, 203, 205, or 213 (offered by Modern Languages and Linguistics) or Hotel Administration 266.*

### FRROM 210 Intermediate French Conversation

Fall or spring. 2 credits. Limited to 15 students. Prerequisite: FRDML 200, 203, 205 or equivalence (Q+) on the Cornell Advanced Standing Examination (CASE). J. Bereaud and staff.

The course is based on audiovisual materials used in class; slides, video strips, and recordings will accompany extensive discussions. A modest amount of reading each week will aim at increasing students' active vocabulary.

### FRROM 301 Advanced French Composition and Conversation I

Fall or spring. 4 credits. Limited to 15 students. Prerequisite: FRDML 213 or Q++ on the Cornell Advanced Standing Examination (CASE). Fall: J. Bereaud and staff; spring: I. Daly.

Class discussions based on reading of selected contemporary texts: half will be short stories by 20th-century writers, half will be articles on current events taken from French magazines or newspapers. All texts are chosen for thematic or cultural interest and linguistic quality. Special attention will be given to correctness and accuracy in French through grammar review and weekly papers (essays or translations). Two films will be shown to illustrate today's idiomatic language. Course required of French majors. Students who desire to enrich their linguistic and cultural knowledge at this level may take either FRDML 303: French through Current Events or FRDML 305: French through Film before, after, or concurrently with FRROM 301; but no more than two of these three courses may be taken for credit.

### FRROM 310 Advanced French Conversation

Fall or spring. 2 credits. Limited to 15 students. Priority given to seniors.

Prerequisite: FRDML 213 or Cornell Advanced Standing Examination (CASE) placement of Q+++. J. Bereaud and staff.

This course is based on discussion of articles published in the French press. A few audio and video recordings and films will also be used.

### FRROM 312 Advanced French Composition and Conversation II

Fall or spring. 4 credits. Limited to 15 students. Prerequisite: FRROM 301 or placement by the Cornell Advanced Standing Examination (CASE). Fall or spring: J. Bereaud and staff.

Continuation of work done in French 301. The objective of French 301 is to teach students to speak and write correct French; in French 312 students will be expected to have a richer, more idiomatic and hopefully elegant command of the language.

Formal study of grammar will be discontinued, more attention will be devoted to the examination of texts and to oral presentations by students. Weekly papers as in French 301.

### FRROM 410 Structure of French II (also FRDML 410)

Fall. 4 credits. Prerequisite: Permission of instructor. L. Waugh.

For description, see FRDML 410.

### Literature

#### FRLIT 201 Introduction to French Literature

Fall or spring. 3 credits. Prerequisite: qualification in French (SAT II score of 600–630, LPF score of 56, or French 123). D. Grossvogel and staff.

French 201, like all other 200-level French literature courses, satisfies the language requirement by giving proficiency in French; but French 201 and 221 are mutually exclusive.

Students with an SAT II score of 650 or more, or an LPF score of 60 or more, should take French 221.

French 201 is divided into small sections and is conducted in French. Papers can be written in French or in English.

French 201 is designed for students interested in improving their written and oral skills in French and also their literary proficiency. Texts have been chosen both for their literary merit and their manageable linguistic difficulty. Close scrutiny of the works and active class discussions will sharpen students' critical and analytical abilities. Different genres are covered (poetry, drama, and narrative prose); and the reading list will include authors such as Baudelaire, Beckett, Ionesco, Camus, and Duras.

#### **FRLIT 220 French and Francophone Culture**

Fall. 3 credits. Prerequisite: SAT II score of 640 and above, or LPF score of 60, or FRDML 200, 203 or 205. Conducted in French. J. Ngate.

This course serves as an introduction to French Area Studies. It provides an overview of Francophone culture and society from 1945 to the present. Readings will include a selection of articles dealing with issues of current concern in France; works by French and Maghrebine or African writers; poetry or drama; two films will also be discussed.

#### **FRLIT 221 Modern French Literature #**

Fall, spring or summer. 3 credits. Prerequisites: SAT II score of 640 and above, or LPF score of 60, or FRDML 200, 203, or 205. Conducted in French. Fall: D. Grossvogel and staff; spring: J. Ngate and staff.

This course, divided into small sections, is intended as a first introduction to French literature, the Modern Period. Texts have been chosen both as a function of their centrality to the traditional literary canon and with an eye to experimentation. The course considers literary genres (poetry, drama, the novel) as solicitations to read texts differently, at different speeds, with diverse claims on our attention. The course is designed to satisfy a general interest in modern French literature as well as to prepare students to pursue a French major in literature. Readings will include works by Baudelaire, Apollinaire, Sartre, Ionesco, Beckett, Proust, Duras.

#### **FRLIT 222 Early Modern French Literature #**

Fall or spring. 3 credits. Prerequisite: FRLIT 201, 220, 221 or permission of the instructor. Required of all literature majors, but not limited to them. Conducted in French. D. Polachek and staff; spring: staff.

Study of the classic literature of seventeenth-century France (Corneille, Racine, Molière, Mme de Lafayette, La Fontaine) and of eighteenth-century Enlightenment literature (Voltaire, Rousseau, Diderot, Beaumarchais). Special attention is paid to the ways in which these various works represent or deal with the shift from an aristocratic cultural code of values to modern bourgeois ideology and aesthetics. The course will also invite reflection on the status and centrality of female characters in classical and neo-classical French literature; it will attempt to trace the evolution from the classical tragic heroine to more modern (but no less problematic) representations of women.

#### **FRLIT 224 The French Experience: An Introduction (also History 220)**

Fall or spring. 3 credits. Fall: S. Kaplan, P. Lewis, and D. Polachek; spring: R. Klein.

An examination of French society, culture, and institutions. What has made French culture so distinctive? Its literature and its revolutions, its gastronomy and fashion, its painting, cathedrals, and cinema. Looking attentively at texts, images, and contexts from selected moments in the eighteenth, nineteenth, and twentieth centuries, we will attempt to unravel some of the defining enigmas of the French experience. Two lectures a week in English and one section (one section conducted in English, one in French). Readings available both in French and in English translation.

*Note: Prerequisite for all 300-Level courses in French literature: FRLIT 201, 220, or 221.*

#### **FRLIT 321 French Civilization I: History, Culture, and Cinema**

Fall. 4 credits. French 213 or Q++ on CASE exam or permission of instructor. Enrollment limited. Offered in 1997-98. J. Béreaud.

This course will investigate the past as it has shaped the present, focusing on some salient episodes which span twenty centuries of French history from the Roman occupation of Gaul to the events of May 1968. Three types of materials will be studied: a history text, documents of cultural significance (literature, art, popular culture), and a few films to help bring the past to life.

Students will select topics of personal interest for research and oral presentation in class: these topics could range from the investigation of historic figures such as Joan of Arc, Louis XIV, or Napoléon to the effects of recent wars on the national psyche; from the art of the stained glass windows of the medieval cathedrals to the technological revolution that prepared the way for the first flight of the Supersonic Concorde in 1969. Conducted in French. *Note:* This course is offered in alternation with French Civilization II: Contemporary France.

#### **FRLIT 323 Francophone Fiction of the Maghreb**

Fall. 4 credits. S. Tarrow.

The course will trace the development of francophone fiction in the Maghreb from the 1930's, when the French celebrated a century of colonial power in North Africa, through the violent struggles for independence to the post-colonial period and the current civil war in Algeria. Texts will be selected from the works of authors such as Tahar Ben Jelloun, Rachid Boujedra, Albert Camus, Mohammed Dib, Assia Djebar, Kateb Yacine, Albert Memmi, Fatima Mernissi, Rachid Mimouni, Leila Sebbar. Topics for discussion will range from French colonialism and its aftermath to issues of language, religion, and gender. We will also focus on the role of fiction and its readings in a period of extreme political and social change. Readings in French, class discussion in English.

#### **FRLIT 333 Contemporary French Thought**

Spring. 4 credits. Conducted in French. R. Klein.

This course is intended to introduce students to the work of some of the major figures in contemporary French thought, in writing published since the events of May 1968. A broad range of topics and issues will be examined, with particular attention to those

that have transformed traditional academic disciplines. Books have been selected not only with a view to their theoretical interest but with an eye to the quality of their French prose. Readings will include works by Levi-Strauss, Foucault, Cixous, Irigaray, Kristeva, Derrida, Barthes, Baudrillard.

#### **FRLIT 335 Romance to Revolution: The French Novel Before 1789 #**

Spring. 4 credits. Prerequisite: FRLIT 201 or permission of instructor. Conducted in French. D. Polachek.

In addition to considering formal questions relating to the development of the novel in French, this course will examine problems such as the appearance of narrative and historical consciousness, the representation of woman, and the relation between literature and society. Texts read will include those of such major writers as Rabelais, Montaigne, Mme de LaFayette, Prévost, Rousseau, Diderot, and Sade.

#### **FRLIT 370 Perspectives on the Age of Enlightenment. "Enlightened" Literature # (also FRLIT 470)**

Fall. 4 credits. A. Berger.

Through a reading of various works of the French 18th century (by Montesquieu, Voltaire, Diderot, Rousseau, and Sade), we will study the emergence of new literary discourses and practices aiming at a "secularisation" of the literary field, in conjunction with the ideological and epistemological changes that took place under the name of Enlightenment.

#### **FRLIT 391 Paris in Film and Literature**

Fall. 4 credits. D. I. Grossvogel.

Over the years, Paris has been an obsessive inspiration for creative expression and, in particular, for writing and film making. This course will attempt to analyze, compare, and contrast the ways in which these two genres have translated that inspiration. The class will be conducted as a seminar, each film and each literary text being the subject of group discussion. Authors read will include Baudelaire, Apollinaire, Simenon, Céline, Modiano. Nine films will be shown.

#### **FRLIT 398 Six French Poets**

Spring. 4 credits. J. Ngate.

This introduction to modern French poetry will focus attention on six major figures: Baudelaire, Mallarmé, Verlaine, Valéry, Ponge, and Césaire. The aim of the course is to familiarize the student with the principal texts, the major themes, and the dominant forms of the work of these six influential figures. Emphasis will be placed on the close reading and careful analysis of selected poems.

#### **FRLIT 416 Producing the Past: 17th-Century France, History and Literature (also HIST 416)**

Fall. 4 credits. C. Jouhaud.

For description, see HIST 416.

#### **FRLIT 419-420 Special Topics in French Literature**

419, fall; 420, spring. 2-4 credits each

term. Prerequisite: permission of instructor. Staff.

Guided independent study of special topics.

#### **FRLIT 429-430 Honors Work in French**

429, fall; 430, spring. 8 credits year-long course, R grade fall semester, letter grade spring semester, with permission of the adviser. Open to juniors and seniors. Consult the director of the honors program. J. Ngate and staff.

**FRLIT 435 Aimé Césaire (also French 635)**

Fall. 4 credits. J. Ngate.

A poet, a playwright, an essayist, and a statesman, Aimé Césaire has been a major figure in the French-speaking world and beyond since the end of World War II. This course aims not only to analyze his work but also to explore the nature of his relationships with writers of various literary traditions. (A reading knowledge of French is required).

**FRLIT 436 Francophone African Fiction (also French 636) @**

Spring. 4 credits. J. Ngate.

A critical look at the conditions of possibility, the nature, and the status of the African novel in French from the 1920s to the early 1980s. How successful has it been in contributing to the invention (or perhaps the re-invention) of Africa in French? What can be said about the Africanness of its Africans? The course will be taught in French and the readings will include works by established as well as less well-known novelists and by a variety of theorists.

**FRLIT 454 Montaigne #**

Spring. 4 credits. K. Long.

Emphasis is on Montaigne's history as a reader and writer and on the attendant growth and inflections of his self-awareness; hence, also, on the invention and refinement of the essay as a literary form. Other topics touched on include Montaigne in his times (public life, travels, religion, the wars) and the influence of Montaigne on such later writers as Pascal and Gide.

**FRLIT 470 Perspectives on The Age of Enlightenment. "Enlightened" Literature #**

Fall. 4 credits. A. Berger.

For description, see FRLIT 370.

**FRLIT 490 The Roots of Modernism**

Spring. 4 credits. Conducted in French. R. Klein.

The Modernist era in art, which is associated with movements like Cubism, Surrealism, and Dada, has its roots in "the Banquet Years," the effervescent *fin de siècle* in Europe that lasted until 1913. In France, the period includes writers like Jarry, Apollinaire, Gide, Valéry, Cocteau, Tzara, and Proust. Composers such as Satie and Stravinsky, artists like Cézanne and Rousseau. In this course, individual works will be examined with an eye to their role as precursors of more familiar recent forms of artistic expression.

**FRLIT 493 French Feminisms (also WOMNS 493)**

Fall. 4 credits. Conducted in English.

A. Berger.

This course will examine the political, theoretical, and literary concerns of contemporary French writers who have addressed "la question de la femme/la question du féminin." Readings will include representative texts by Simone de Beauvoir, Monique Wittig, Julia Kristeva, Jacques Lacan, Luce Irigaray, Jacques Derrida, and Hélène Cixous.

**FRLIT 635 Aimé Césaire (also FRLIT 435)**

Fall. 4 credits. J. Ngate.

For description, see FRLIT 435.

**FRLIT 636 Francophone African Fiction (also FRLIT 436)**

Spring. 4 credits. J. Ngate.

For description, see FRLIT 436.

**FRLIT 639-640 Special Topics in French Literature**

639, fall; 640, spring. 4 credits each term. Staff.

Guided independent study for graduate students.

**FRLIT 688 Baudelaire and Modern Criticism (also Comp Lit 680)**

Spring. 4 credits. J. Culler.

For description, see COM L 680.

**Italian**

M. Migiel, director of undergraduate studies; B. Ballaro.

**The Major**

Students who wish to major in Italian should choose a faculty member to serve as a major adviser; the general plan and the details of the student's course of study will be worked out in consultation with the adviser. Italian majors are encouraged to take courses in related subjects such as history, art history, music, philosophy, anthropology, classics, linguistics, and other modern languages and literatures. While a major often occupies only the junior and senior years, it is wise for students to seek faculty advice about the major as early as possible.

Students who elect to major in Italian ordinarily should have completed Italian 201 by the end of their sophomore year. Exemptions can be made on the basis of an examination. Students majoring in Italian are expected to become conversant with a fair portion of the masterworks of Italian literature, to acquaint themselves with the outlines of Italian literary history, and to develop some skill in literary analysis. To this end, students will be expected to complete successfully 32 credits of Italian literature courses at the 300 level or higher, with papers to be written in Italian or English. Required courses for the major are ITAL 303, 304, and a course on Dante. ITALA 402, History of the Italian Language, and 403, Linguistic Structure of Italian, may be counted toward the 32 credits required for the major (an introductory linguistics course is a prerequisite of ITALA 402 and 403).

Students majoring in Italian will also be expected to acquire competence in the handling of the language. That competence may be demonstrated by passing an oral and written examination to be arranged with the adviser.

Italian majors will also be required to complete successfully two courses in related fields (for example, Italian history, Italian art history, literary theory).

Italian majors may study in Italy, generally during their junior year, under any of those study-abroad plans organized by American universities that allow the transfer of grades and credit, such as the Cornell program in Rome.

The College of Architecture, Art, and Planning maintains a program open to all qualified students attending Cornell. The program is housed in the sixteenth-century Palazzo Massimo, designed by the architect Baldassare Peruzzi, on the Corso Vittorio Emanuele, in the heart of Rome. Students may enroll for a semester in the fall or spring. Courses regularly taught at the Palazzo Massimo include Italian language (beginning and intermediate); Architecture 300, 401, 402, 500,

502, Design Studio; Architecture 338 and 399, Special Topics in Architectural History; Architecture 458, Special Projects in Design Communications; Architecture 367, Contemporary Italian Culture; Architecture 510, Thesis Introduction; Art 251, 311, 322, and 371; and History of Art 371, Renaissance and Baroque Art in Rome.

To be eligible, students must have completed the first two years of their curriculum requirements and be in good academic standing.

**Literature**

Most language courses and Italian linguistics courses are offered by Modern Languages and Linguistics. Advanced language courses and all literature courses are listed below.

**ITAL 201 Introduction to Italian Literature**

Fall. 3 credits. Prerequisite: permission of instructor. Conducted in Italian. M. Migiel and staff.

In this course, students will develop their language skills in Italian by reading, discussing, and writing about short works of fiction (twentieth-century short stories in ITAL 201; twentieth-century novels in ITAL 202). ITAL 201 is not prerequisite to ITAL 202 or ITAL 205.

**ITAL 205 Introduction to Italian Cinema**

Spring. 3 credits. Permission of instructor. M. Migiel and staff.

Students will develop their language skills in Italian by reading, discussing, and writing about Italian films.

**ITAL 303 Introduction to Medieval and Renaissance Literature #**

Fall. 4 credits. Prerequisite: 201 or permission of the instructor. M. Migiel.

The course will focus on the major figures and texts of Italian medieval and Renaissance literature.

**ITAL 323 Encounters with the Dead (also ITAL 623 and COM L 323/623)**

Fall. 4 credits. M. Migiel.

Focusing on two epic works obsessed with death and with the dead (Dante Alighieri's *Comedy* [1321] and Claude Lanzmann's *Shoah* [1985]), this seminar will explore how Dante's poem and Lanzmann's film, often along analogous lines, address such issues as: the problems inherent in the representation of events; the search for a poetic/cinematic language adequate to convey experiences surpassing human comprehension; the creation of a narrating "I"; the "education" of the reader/spectator; national, political, and religious identities; the possibility of heroism; the place of women in the epic enterprise; the challenge of writing a history based on ironic displacement; the redemptive potential of art (and its ability to deceive as well as to enlighten and console); the call to bear witness, both to life and to loss. The seminar will also ask what value there is in comparing such vastly different works (a pre-Renaissance conversion narrative bearing witness to the Creator vs. a post-Holocaust testimonial marked by a crisis of witnessing). Students may read in English translation or the original; *Shoah* will be shown with English subtitles. The seminar will be conducted in English.

**ITALL 409 Misogyny and Its Readers**  
(also **ITALL 609** and **Com L 449**)

Spring. 4 credits. M. Migiel.

How do we know misogyny when we see it? Is it limited to the denunciation and denigration of women, or can praise of women also be misogynistic? What if the author places anti-woman statements "in quotation marks"? Might some misogynistic works be just harmless literary jokes? How does awareness of historical context affect our reading of misogyny? How persuasive have women been in the defense of their sex? These are among the questions we will ask as we analyze Western discourses about women and identify the extent to which misogyny can be exposed as a form of misreading. We will look at classical, ecclesiastical, and medieval/Renaissance literary works; contemporary misogynistic attacks and the debates about them; and writings by contemporary feminist scholars of literature, history, and law. All works to be read in English; students who command the pertinent foreign languages may choose to read the texts in the original.

**ITALL 419-420 Special Topics in Italian Literature**

419, fall; 420, spring. 2-4 credits each term. Prerequisite: permission of instructor. M. Migiel.

Guided independent study of specific topics.

**ITALL 429-430 Honors in Italian Literature**

429 fall; 430, spring. 8 credits. Year-long course, R for fall semester; letter grade for spring semester. Limited to seniors. Prerequisite: permission of instructor. M. Migiel.

**ITALL 609 Misogyny and Its Readers**  
(also **Com L 649**)

Spring. 4 credits. M. Migiel.

For description, see ITALL 409.

**ITALL 623 Encounters with the Dead**

Fall. 4 credits. M. Migiel.

For description, see ITALL 323.

**ITALL 639-640 Special Topics in Italian Literature**

639, fall; 640, spring. 4 credits each term. Staff.

**Spanish**

M. A. Garcés, director of undergraduate studies; C. Moron-Arroyo, L. Carrillo, D. Castillo, U. J. DeWinter, J. W. Kronik, A. Monegal, J. Piedra, M. Stycos, J. Tittler

**The Major**

The major is designed to give students proficiency in the oral and written language, to acquaint them with Hispanic culture, and to develop their skill in literary and linguistic analysis. Satisfactory completion of the major should enable students to meet language and literature requirements for teaching, to continue with graduate work in Spanish or other appropriate disciplines, or to satisfy standards for acceptance into the training programs of the government, social agencies, and business concerns. A Spanish major combined with another discipline may also allow a student to undertake preprofessional training for graduate study in law or medicine. Students interested in a Spanish major are encouraged to seek faculty advice as early as possible. For acceptance into the major, students should consult the director of

undergraduate studies in Spanish—Professor Garcés—who will admit them to the major and choose an adviser from the Spanish faculty. Spanish majors will then work out a plan of study in consultation with their advisers. Previous training and interests as well as vocational goals will be taken into account when the student's program of courses is determined.

SPANL 201 and SPAND 204 (or equivalent) are prerequisite to entering the major in Spanish. All majors will normally include the following core courses in their programs:

1) SPANR 311 and 312

2) SPANL 315, 316, 318

Spanish majors have great flexibility in devising their programs of study and areas of concentration. Some typical options of the major are:

- 1) Spanish literature, for which the program of study normally includes at least 20 credits of Spanish literature beyond the core courses. Literature majors are strongly urged to include in their programs courses in all the major periods of Hispanic literature.
- 2) A combination of literature and linguistics.
- 3) Either of the above options with a maximum of three (3) courses at the 300 level or above, in other disciplines counted toward the major. Whichever option a student chooses, he or she is encouraged to enrich the major program by including a variety of courses from related fields or by combining Spanish with related fields such as history, philosophy, sociology, anthropology, art, music, Classics, English, comparative literature, and other foreign languages and literatures. The interdepartmental programs in Latin American Studies and Hispanic American Studies sponsor relevant courses in a variety of areas.

The J. G. White Prize and Scholarships are available annually to students who achieve excellence in Spanish.

For the major in Spanish linguistics, see Department of Linguistics—Spanish.

**Study abroad in Spain.** Cornell and the University of Michigan cosponsor an academic year in Spain program. Students enrolled in this program spend the first three weeks before the fall semester begins in a residential college located on the campus of the University of Madrid, where they take a course in Spanish language and contemporary society and take advantage of special lectures and field trips in Madrid and Castile. This course carries three credits. In early October the program moves to Seville, where students enroll in as many regular classes at the University of Seville as their language competency and general education permit. Their academic work is supplemented by courses designed explicitly for the program by Seville faculty, as well as a seminar regularly offered by the resident director, who is chosen from the faculty of either Cornell or Michigan. The special courses normally include history of art and architecture, Spanish composition and syntax, and modern Spanish history. In Seville students live with selected families or in a few cases in "colegios mayores." Cornell-Michigan also maintains a center in Seville, which is used by students for special seminars, tutorials, lectures, and informal gatherings.

Applicants are expected to have at least completed SPAND 204 prior to departure. Students are strongly encouraged to study abroad for the entire year rather than for one semester. Students interested in the study abroad program should consult with the Cornell Abroad office for further information.

**Honors.** Honors in Spanish may be achieved by superior students who want to undertake guided independent reading and research in an area of their choice. Students in the senior year select a member of the Spanish faculty to supervise their work and direct the writing of their honors essays (see Spanish 429-430).

**Fees.** Depending on the course, a small fee may be charged for film use or for copies of texts for course work.

**Language**

Most language courses and Spanish linguistic courses are offered by the Department of Modern Languages and the Department of Linguistics. Advanced language courses and all literature courses are listed below.

*Note: Students placed in the 200-level courses have the option of taking language and/or literature courses; see listing under SPANL 201 for description of the literature course that may be taken concurrently with SPAND 203-204 (offered by Modern Languages).*

**SPANR 311 Advanced Composition and Conversation**

Fall. 4 credits. Prerequisite: SPAND 204 or 212 or equivalent. M. Stycos and staff. Advanced language skills, developed through reading, grammar review, and intensive practice in speaking, writing, and translation. Analysis of present-day Spanish usage in a wide variety of oral and written texts.

**SPANR 312 Advanced Composition and Conversation**

Spring. 4 credits. M. Stycos and staff. Readings and class discussion will focus on the stylistic analysis of modern texts. Increased emphasis, through weekly essays, on students' development of an effective Spanish prose style.

**SPANR 366 Spanish in the United States**  
(also **LING 366**)

Fall. 4 credits. M. Suñer.  
For description, see Linguistics 366.

**SPANR 407 Applied Linguistics: Spanish**  
(also **SPAND 407**)

Spring. 4 credits. M. Suñer.  
For description, see SPAND 407.

**Literature****SPANL 201 Introduction to Hispanic Literature @**

Fall or spring. 3 credits. Prerequisite: qualification in Spanish or permission of instructor. The course is divided into small sections and is conducted mainly in Spanish. (Fulfills both the language proficiency requirement and, followed by a 300-level Spanish literature course, the humanities distribution requirement. The literature course that normally follows SPANL 201 is either 316 or 318.) D. Castillo and staff.

**SPANL 242 Introduction to U.S. Latino Literature**  
(also **LSP 240** and **English Literature 240**)

Fall. 3 credits. B. V. Olguín.  
For description, see ENGL 240.



**SPANL 246 Contemporary Narratives by Latina Writers (also LSP 246)**

Spring. 3 credits. L. Carrillo.

This course offers a survey of narratives, including novels, short fiction, essays, political/feminist manifestos and memoirs by representative Latina writers of various Latino ethnic groups in the United States including, Chicana, Chilean, Cuban, Dominican, and Puerto Rican, among others. We will investigate the parallel development of a Latina perspective on personal, social, and cultural issues alongside that of the U.S. ethnic liberation/revitalization movements of the 1960s through to contemporary feminist activism and women of color movements. We will investigate these works as artistic attempts to deal with issues of culture, language and bilingualism, family, gender, sexuality, and domesticity among others. We will account for regional distinctions and contributions. Readings will include works by Julia Alvarez, Gloria Anzaldúa, Elena Castedo, Ana Castillo, Denise Chávez, Sandra Cisneros, Judith Ortiz Cofer, Cristina García, Nora Glickman, Nicholasa Mohr, Cherríe Moraga, Achy Obejas, Esmeralda Santiago, Ana Lydia Vega, Helena Viramontes, and others.

**SPANL 301 Hispanic Theater Production**

Fall or spring. 1-2 credits. S-U only. D. Castillo.

Students involved in Hispanic Theater Production develop a specific dramatic text for full-scale production. The course will involve selection of an appropriate text, close analysis of the literary aspects of the play, and group evaluation of its representational value and effectiveness. All students signing up for the course will be involved in some aspect of production of the play, and will write a final paper as a course requirement. Credit will be variable depending upon student's role in play production: a minimum of 50 hours of work is required for one credit; a maximum of two credits will be awarded for a 100 hours or more of work.

**Note:** SPANL 316, 317, and 318 can be taken in any order. **Prerequisite:** Spanish 201 or 4 years of high school Spanish or permission of instructor.

**SPANL 315 Renaissance Hispanisms: Spain and the Americas #**

Fall or spring. 4 credits. Prerequisite:

SPANL 316 or SPANL 318. M. A. Garcés.

In Spain, the cultural revolution known as the Renaissance produced a glittering array of artistic works—both in literature and the arts—which gave rise to the term Golden Age. There was a "darker side" to the Renaissance, however, which juxtaposed the conquest of America with the establishment of the Inquisition and the expulsion of the Jews. The tale of these relations of exclusion and fascination, of domination and communication with the *other* is recapitulated by the literature of the period, both from Spain and her colonies in the New World. A selection of canonical (and not-so-canonical) texts include Columbus, Cabeza de Vaca, *Lazarillo*, Garcilaso de la Vega, San Juan de la Cruz, Cervantes, María de Zayas, Lope de Vega, Calderón, and others.

**SPANL 316 Readings in Modern Spanish Literature**

Fall or spring. 4 credits. Prerequisite:

Spanish 201 or 4 years of high school Spanish or permission of instructor.

Taught in Spanish. Fall: A. Monegal and J. Kronik; spring: M. Stycos.

Readings and discussion of representative texts from Spain from the romantic period to the present. Bécquer, Galdós, Unamuno, García Lorca, Cela, and others.

**SPANL 318 Readings in Spanish-American Literature @**

Fall or spring. 4 credits. Fall: J. Piedra and M. Stycos; spring: J. Kronik and J. Piedra.

Readings and discussion of representative texts of the nineteenth and twentieth centuries from Spanish America: Darío, Borges, Vallejo, Paz, Cortázar, García Márquez, and others.

**Note:** The prerequisite for the following courses, unless otherwise indicated, is SPANL 315, 316, or 318, or permission of instructor.]

**SPANL 332 The Modern Drama in Spanish America @**

Fall. 4 credits. Conducted in Spanish. J. Kronik.

Representative plays of recent decades from several Spanish American countries, including Puerto Rican and Latino writers, will be read closely and discussed. The tensions between vanguard experimentation and the expression of a Spanish American social identity will be studied in the light of modern currents such as the epic theater, the theater of the absurd, the theater of cruelty, and metatheater.

**SPANL 334 Of Human Bondage: Narratives of Captivity from Cervantes to García Márquez #**

Fall. 4 credits. Prerequisite: SPANL 315 and 316 or SPANL 316 and 318.

M. A. Garcés.

This course begins with the theme of captivity in Cervantes, from his famous *Historia del cautivo*, in *Don Quijote*, Part I, to the stories of human bondage explored by his *Novelas ejemplares*. No other age resembles more the Mediterranean world of Algerian corsairs and Christian captives, described by Cervantes, than the twentieth century with its official persecutions, its imprisonments and assassinations for dissenting political views. Paying particular attention to the erotic-political connections that surface in these fictions, we will compare Cervantes's approach with contemporary texts and films that deal with the subject of oppression and incarceration in Spain and Latin America. Selections include works by Cervantes, Julio Cortázar, Ariel Dorfman, Gabriel García Márquez, Manuel Puig, Luisa Valenzuela, and Isabel Allende, among others, as well as various films on the subject.

**SPANL 363 European Novel (also Comparative Literature 363)**

Fall. 4 credits. C. Arroyo.

For description, see COM L 363.

**SPANL 372 Nacionalismos @ #**

Spring. 4 credits. J. Piedra

Spanish American essays, poems, and fiction reflecting nation-building mechanisms born from struggles for independence and budding post-colonial situations during the eighteenth and nineteenth centuries and, in the case of Cuba and Puerto Rico, still operational in the twentieth century. Taught in Spanish.

**SPANL 392 The 20th-Century Vanguard Theater in Spain**

Spring. 4 credits. J. Kronik.

A comprehensive review of the experimental theater written and produced in Spain during the first third of this century. The experimental vein and the voices of protest in plays by

Unamuno, Azorín, Grau, Valle-Inclán, García Lorca, and others will be examined in the light of the concept of the vanguard and in relation to modern dramatic theories. Readings of other European and North American plays will be included.

**SPANL 396 Modern U.S. Latino Prose Fiction (also LSP 396)**

Spring. 4 credits. Conducted in Spanish. D. Castillo.

A detailed examination of representative twentieth-century fictional works (novels, short stories, plays) by Latino/a authors. Discussion will be centered on such issues as the social and political concerns raised by the fiction and the authors' need to struggle with a double linguistic and cultural tradition. Authors may include: Nicholasa Mohr, Piri Thomas, Rolando Hinojosa-Smith, Alejandro Morales, Tomás Rivera, Ron Arias, Dolores Prida, and Luis Valdez.

**SPANL 397 Colombian Literature @**

Fall. 4 credits. Conducted in Spanish.

Prerequisite: SPANL 318. J. Tittler.

Readings will consist of a mixture of Colombian classics such as Isaacs' *María*, Rivera's *La vorágine*, and García Márquez's *Cien años de soledad*, along with works by lesser studied authors. These will include writers who cultivate non-narrative genres, like the lyric poet Silva or the playwright Buenaventura, or who represent sectors of society that are traditionally under-represented, like women (Fanny Buitrago and Marvel Moreno), gays (Alvarez Gardeazábal), or Afro-Colombians (Zapata Olivella). The course will both depend on the notion of a national literature for its coherence and question that very principle.

**SPANL 419-420 Special Topics in Hispanic Literature**

419, fall; 420, spring. 2-4 credits each term. Prerequisite: permission of instructor.

Guided independent study of specific topics. For undergraduates interested in special problems not covered in courses.

**SPANL 429-430 Honors Work in Hispanic Literature**

429, fall; 430, spring. 8 credits. Year-long course, R grade fall semester, letter grade spring semester. Limited to seniors. Prerequisite: permission of instructor.

J. Kronik.

**SPANL 472 Poetry of the 1990's (also COM L 472, ENGL 408, and GERST 472)**

Fall. 4 credits. J. Monroe.

For description, see COM L 472.

**SPANL 492 Latin American Women Writers (also WOMNS 481 and COM L 482) @**

Fall. 4 credits. Conducted in English. D. Castillo.

This course will provide a sampler of novels and short stories by and about Latin American women. We will look at the question of self-construction and issues such as the social and political concerns involved in a specifically Latin American feminine identity. All works will be read in translation. (Romance Studies students should read originals of the works from the Spanish.) Authors may include writers like Luisa Valenzuela (Argentina) and Rigoberta Menchú (Guatemala), Helena Parente Cunha and Clarice Lispector (Brazil), Helena María Viramontes and Gloria Anzaldúa

(U.S.A.), and Simone Schwarz-Bart (Guadalupe).

**SPANL 493 Visions of War in Modern Spanish Culture**

Fall. 4 credits. A. Monegal.  
This course addresses the problem of the representation (the writing, the painting, the filming) of the disaster of war, and of different forms of horror and violence associated with it. We will study fictional and documentary narratives, and works that occupy a borderline position. Some of them refer to Spanish wars, such as Goya's "The Disasters of War," Picasso's "Guernica," and novels and documentaries about the Spanish Civil War, and others to wars abroad, such as Juan Goytisolo's recent novel about the conflict in Bosnia. Theoretical readings will include texts by Bataille, Blanchot, Clausewitz, and Glucksmann, among others. Conducted in Spanish.

**SPANL 494 Maricoteoría/Queer Theory (also COM L 494)**

Spring. 4 credits. J. Piedra.  
Latin American perceptions of gay culture in and out of the closet with emphasis on twentieth-century literature in Spanish, but also alluding to previous centuries and texts from Brazil, as well as theoretical works from the Americas at large. Conducted in English and using translated works from Latin America; however, students can also read the originals in Spanish and/or Portuguese.

**SPANL 606 Literature and Philosophy**  
Fall. 4 credits. Conducted in Spanish. C. Arroyo.

Study of the need to know the canonical texts of European philosophy—and theology—in order to read European literatures with rigor. The very notion of "rigorous reading," philosophical ideas about humans and the universe, and literary structure and character. Criteria of hierarchy according to philosophers and their reflections on the role of the woman, black, Indian, and new Christian in literature. Similar problems in the 20th century. Readings include: Aristotle, Aquinas, Erasmus, Huarte de San Juan, Tirso's *La prudencia en la mujer*, *La vida es sueño*, Unamuno, Heidegger, Ortega, J.A. Valente.

**SPANL 639-640 Special Topics in Hispanic Literature**

639, fall; 640, spring. 2-4 credits each term.

**SPANL 653 Quixotic Desire: Don Quixote and the Birth of the Modern Novel**

Spring. 4 credits. M.A. Garcés.  
Our seminar will undertake a detailed reading of *Don Quixote* using theoretical, socio-historical, psychoanalytic, and feminist perspectives on the novel. Recently documented as "a cultural ancestor of Freud," Cervantes is acclaimed for his exploration of madness and its relation to meaning, an inquiry that maps *Don Quixote*, *The Glass Graduate*, and *The Colloquy of the Dogs*, among other works which question stereotyped notions of fantasy and reality. This leads us to the enigma of love—so central to Cervantes—and to the problem of freedom, as represented by the hero, Don Quixote of La Mancha.

**SPANL 674 Contemporary Poetry and Culture**

Spring. 4 credits. J. Monroe.  
For description, see COM L 674.

## RUMANIAN

See Modern Languages under Languages and Linguistics.

## RUSSIAN

P. Carden, director of undergraduate studies [literature], 235 Goldwin Smith Hall, 255-8350; E. W. Browne, G. Gibian, N. Pollak, S. Senderovich, G. Shapiro

### The Russian Major

Russian majors study Russian language, literature, and linguistics, emphasizing their specific interests. It is desirable, although not necessary, for prospective majors to complete Russian 121-122, 201-202, and 203-204 as freshmen and sophomores, since these courses are prerequisites to most of the junior and senior courses that count toward the major. Students may be admitted to the major upon satisfactory completion of Russian 122 or the equivalent. Students who elect to major in Russian should consult Professor Carden as soon as possible. For a major in Russian, students will be required to complete (1) Russian 301-302 or 303-304 or the equivalent, and (2) 18 credits from 300- and 400-level literature and linguistics courses, of which 12 credits must be in literature in the original Russian.

Certain courses may, with the permission of the instructor, be taken for one additional hour's credit. Such courses will involve a one-hour section each week with work in the Russian language. These courses count one hour each of credit toward the 12 courses of Russian literature in the original language required for the major.

### Study Abroad

Cornell is an affiliated institution in the Council on International Educational Exchange program for Russian language study at St. Petersburg State University. Cornell students also frequently go on the American Council of Teachers of Russian program in Moscow and other Russian language programs. Opportunities are available for study during the summer, a single semester, or the full year. Further information is available from K. Krivinkova, in the Department of Modern Languages.

**Honors.** Students taking honors in Russian undertake individual reading and research and write an honors essay.

**Fees.** Depending on the course, a small fee may be charged for photocopied texts for course work.

**Freshman writing seminar requirement.** The following courses will satisfy the freshman writing seminar requirement: Russian 103, 104, and 105.

### Russian and Soviet Studies Major

See "Special Programs and Interdisciplinary Studies," which follows the department listings.

### Russian Literature

P. Carden (director of undergraduate studies, 235 Goldwin Smith Hall, 255-8350), G. Gibian, N. Pollak, S. Senderovich, G. Shapiro.

The Department of Russian Literature offers a variety of courses: some with readings in English translation, others in the original Russian, or both. The connection between Russian history, society, and literature is particularly close, so instruction and discussion in class often include a variety of topics, such as culture and intellectual history, as well as literature. Several courses are interdisciplinary, cosponsored with the departments of History, Economics, Government, Comparative Literature, etc. Students interested in majoring in Russian are strongly urged to take Russian 121-122 as soon as possible, preferably in their first year, or by their second at the latest. Russian 203-204, offered by the Department of Modern Languages, and Russian 201-202, offered by the Department of Russian Literature, complete basic language instruction and introduce students to literature. A further sequence of literature courses in Russian follows Russian 202.

For further information about courses and majors, see Modern Languages.

### RUSSL 103 Freshman Writing Seminar: Classics of Russian Thought and Literature

Fall or spring. 3 credits. Staff.  
Russian society has always seen its literature as having a mission important to the development of the nation. In this course we will examine Russian literature as it participates in the debate, whither Russia? We will look in particular at the conflict between the Slavophiles, those who thought Russia had its own unique destiny, and the Westernizers, those who thought Russia should look to the West for a model in its development. We will be reading such Russian authors as Turgenev, Dostoevsky, Herzen, and Solzhenitsyn in English translation. The course will examine the rhetorical means each author uses to make his argument. All reading is in English translation.

### RUSSL 104 Freshman Writing Seminar: Nineteenth-Century Russian Literary Masterpieces

Fall or spring. 3 credits. Staff.  
This course will introduce students to a broad selection of the major short works of the Russian literary tradition. Our emphasis will be on what makes each work interesting as writing, what themes have been particularly interesting to Russians, and how we recognize the distinctive voice of each of the writers we are studying. Among the authors read are Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, and Chekhov. All reading is in English translation.

### RUSSL 105 Freshman Writing Seminar: Twentieth-Century Russian Literary Masterpieces

Fall or spring. 3 credits. Staff.  
We will read and write about a selection of works from the major Russian literary movements of the twentieth century. The course will concentrate in part on important literary responses to the first Russian Revolution and the society it created. Authors to be read include Zamyatin, Olesha, Zoshchenko and Vladimirov. Readings in English translation.

### RUSSL 201-202 Readings in Russian Literature #

201, fall; 202, spring. 3 credits each term.  
Prerequisites: qualification in Russian; 201 is prerequisite to 202. Open to freshmen.  
Fall: N. Pollak; spring: G. Shapiro.

These courses are designed as the initial courses students take after qualification in Russian and are conducted mainly in Russian. Considerable guidance is provided, however, and there is no presumption of fluency. The goals of the courses are to introduce students to Russian literature in the original, to sample differing literary styles, and to accomplish both with minimal recourse to English in class. Several short papers in Russian and English will be assigned. Readings from nineteenth- and twentieth-century masters of prose and verse such as Pushkin, Lermontov, Tjutchev, Tolstoy, Chekhov, Babel, and Zoshchenko.

**RUSL 207 Themes from Russian Culture #**

Spring. 3 credits. G. Shapiro.

This course is based on lectures, discussions, and audio-visual presentations (slides, tapes, films). It includes within its scope various aspects of Russian culture such as literature, art, music, religion, philosophy, and social thought from its very beginnings through the eighteenth century. The course is designed to give undergraduates a broad familiarity with the cultural traditions of the country which plays a major role in the world today. Russian culture will be presented as part of Western civilization with attention given to its distinctive character. The basic texts are literary works of moderate length in English translation.

**[RUSL 208 Themes from Russian Culture II]**

Spring. 3 credits. Not offered 1996-97. G. Shapiro.

This course is based on lectures, discussions, and audiovisual presentations (slides, tapes, films). It includes various aspects of Russian culture such as literature, art, music, religion, philosophy, and social thought over the last two hundred years. The course is designed to give undergraduates a broad familiarity with the cultural traditions of the country that plays a major role in the world today. Russian culture will be presented as part of Western civilization with attention given to its distinctive character. The basic texts are literary works of moderate length in English translation.]

**RUSL 330 Understanding Russia Today (also Govt 357)**

Fall. 4 credits. G. Gibian and guest speakers.

An interdisciplinary inquiry into Russian society and its history, designed as an introduction for students not majoring in Russian studies, also a synthesis for those who are studying various aspects of Russia in separate disciplines. Organized into a variety of approaches to Russian language, culture, history, and literature. It aims to teach both basic information and different ways of interpreting that information. Topics will include: the land and the people; doing business in Russia; literary traditions and revolts; Russian national identity; nationalism; persistent cultural traits; religion, history; politics and government; relations with other nations, inside Russia and outside; Jews and Russians; folklore; social matters, customs, values; position of women; education; music, architecture; agriculture and industry; Russian maximalism; regionalism; the ecology; film, TV, theatre, journalism.

**RUSL 331 Introduction to Russian Poetry #**

Fall. 4 credits. Prerequisites: Russian 202 or equivalent and permission of instructor. This course may be counted toward the 12 credits of Russian literature in the original language for the Russian major. Also open to graduate students. S. Senderovich.

A survey of Russian poetry with primary emphasis on the analysis of individual poems by major poets.

**RUSL 332 Russian Drama and Theatre (also Theat 322)**

Fall. 4 credits. S. Senderovich.

Selected topics. Discussion of a number of the most representative Russian plays of the nineteenth and twentieth centuries in chronological order. Introductions to the historical period, cultural atmosphere, literary trends, and crucial moments in the history of the Russian theater will be especially emphasized. Among the works we will be studying will be Gogol's *Inspector General*, Ostrovsky's *The Storm*, and Chekhov's *The Cherry Orchard*. All readings will be in English translation. Additional assignments in critical literature will be made for graduate students.

**[RUSL 333 Twentieth-Century Russian Poetry]**

Spring. 4 credits. Not offered 1996-97. N. Pollak.

Close readings of lyrics by major twentieth-century poets. All reading is in Russian. Geared towards undergraduates.]

**RUSL 334 The Russian Short Story #**

Fall. 4 credits. Prerequisites: Russian 202 or equivalent and permission of instructor. This course may be counted toward the 12 credits of Russian literature in the original language for the Russian major. Also open to graduate students. N. Pollak.

A survey of two centuries of Russian story telling. Emphasis on the analysis of individual stories by major writers, on narrative structure, and on related landmarks of Russian literary criticism.

**[RUSL 350 Education and the Philosophical Fantasies]**

Spring. 4 credits. Not offered 1996-97. P. Carden.

A major philosophical tradition has conceived of education as encompassing the whole of our lives. What we should do or be is seen as the result of every choice we make. The whole of our human contacts is understood as a school in which we form ourselves. This all-encompassing vision of education has been embodied in the works of the great philosopher-fantasists who use the forms of fiction to explore fundamental issues of education. In this course we will examine several key philosophical fantasies, among them Plato's *Republic*, Rousseau's *Emile*, and Tolstoy's *War and Peace*. Our aim will be to understand how the discourse on education became a central part of our Western tradition.]

**RUSL 367 The Russian Novel (also Comparative Literature 367) #**

Spring. 4 credits. Also open to graduate students. Special discussion section for students who read Russian. G. Gibian.

Sentimentalism, Romanticism, Realism, Modernism. Novels and short stories by Gogol, Turgenev, Tolstoy, Dostoevsky, Chekhov, and others. Readings in English translation.

**[RUSL 368 Soviet Literature from Revolutionary Times to "Glasnost"]**

Spring. 4 credits. Also open to graduate students. There will be a special section for students who read Russian. Not offered 1996-97. P. Carden.

A survey of Russian literature from the 1920s to the present day focusing on the most important writers and developments. Among the themes to be explored will be Russian Futurism, literature of the Second World War, the "thaw," the rise of the dissident movement and the introduction of "glasnost." Writers include Mayakovsky, Babel, Zamyatin, Platonov, Pasternak, Solzhenitsyn and others.]

**[RUSL 369 Dostoevsky #]**

Fall. 4 credits. Not offered 1996-97.]

**RUSL 373 Chekhov in the Context of Contemporary European Literature and Art # (also comparative Literature 375)**

Spring. 4 credits. S. Senderovich.

Reading and discussion of Anton Chekhov's short stories in the context of the European art of the short story and painting of that era. The course is designed for nonspecialists as well as literature majors. All reading is in English translation.

**RUSL 377 Baltic Literature (also German Studies 377)**

Spring. 4 credits. I. Ezergailis.

Estonia, Latvia, and Lithuania have created a rich literary tradition since the beginning of a written indigenous culture in the nineteenth century. We will read texts from each of these literatures, selected for their quality, importance, and the availability of acceptable translations, representing, as much as possible, writers from the pre-Soviet independence period, those writing under Soviet rule, and emigres.

**[RUSL 379 The Russian Connection (also Comparative Literature 379) #]**

Spring. 4 credits. Not offered 1996-97. P. Carden.

Our topic will be the development of a poetics of introspection in European prose in the course of the 19th century, culminating in two major Russian novels: Tolstoy's *War and Peace* and Dostoevsky's *The Idiot*. Among other works we will read: Constant's *Adolphe*, Stendhal's *Charterhouse of Parma*, and several short works relevant to the theme.]

**[RUSL 384 Dialogue in/as Text (also Comparative Literature 384)]**

Spring. 4 credits. Not offered 1996-97. P. Carden.

An examination of the principle of dialogue and dialogism as it appears in fictional discourse. Using the theories of Mikhail Bakhtin as a point of departure, we will examine the use of dialogue as a form of discourse beginning with Plato's *Phaedrus*. Dostoevsky's novels *Notes from Underground*, *The Possessed*, and *Brothers Karamazov* will be discussed as dialogic, or polyphonic forms of discourse. Finally, we will discuss selected works of Gide, Sartre and Camus, who acknowledged their debt to Dostoevsky, to see if they are indeed polyphonic in structure.]

**[RUSL 385 Reading Nabokov (also Comparative Literature 385 and English 379)]**

Fall. 4 credits. Not offered 1996-97. G. Shapiro.

This course offers an exciting trip to the intricate world of Nabokovian fiction. After

establishing himself in Europe as a distinguished Russian writer, Nabokov, at the outbreak of WWII, came to the United States where he reestablished himself, this time as an American writer of world renown. In our analysis of the Nabokovian artistic universe, we shall focus on his two splendid achievements as a Russian writer, *The Defense* (1930) and *Despair* (1934) (both in their English form), and then examine the two widely read novels that he wrote in Ithaca while teaching literature at Cornell—*Lolita* (1955) and *Invitation to a Beheading* (1957).]

**RUSSL 389 Contemporary Literature in Central and East Europe (also Comparative Literature 389)**

Spring. 4 credits. G. Gibian.

The course this year will study developments in literature (and to some extent in other areas of culture) in Hungary, Poland, Slovakia, and the Czech Republic in the most recent periods. We shall focus on novels and short stories, but some consideration will also be given to drama and poetry. No knowledge of Eastern European languages is required. The reading will be done in English translation.

**RUSSL 393 Honors Essay Tutorial**

Fall and spring. 8 credits. Must be taken in two consecutive semesters in senior year. Credit for the first semester will be awarded upon completion of second semester. For information, please see Director of Undergraduate Studies.

**[RUSSL 404 History and Nationality in Russia and Eastern Europe (also S Hum 404) #**

Fall. 3 credits. Not offered 1996-97. G. Gibian.

Ethnicity and nationality appear as the main forces behind the recent dramatic changes in Eastern Europe. The seminar addresses these issues in Russia, Czech Republic, and elsewhere, mainly from a literary perspective and also in the context of rising ethnic and national consciousness throughout the world.]

**[RUSSL 409 Russian Stylistics**

Fall. 4 credits. Also open to graduate students. Prerequisite: three years of Russian. Not offered 1996-97.

A few steps beyond normative grammar. Introduction to the subtleties of idiomatic Russian on the levels of morphology, syntax, vocabulary, and phraseology. Introduction to the genres of live colloquial and written language. Development of writing skills through short assignments and their analyses. First notions of literary stylistics and their practical application.]

**[RUSSL 427 Russian Formalism (also Comparative Literature 427)**

Fall. 4 credits. Not offered 1996-97. N. Pollak.

This is a course on Russian Formalism, a trend in literary interpretation that flourished in the 1910s and the first part of the 1920s. We will read the writings of such scholars as Tynianov, Eikhenbaum, Shklovsky, and Jakobson, as well as the works they studied. The course provides a historical examination of a school that gave rise to some of the most important movements in twentieth-century Western criticism—and in other disciplines, such as linguistics and anthropology. The course also provides both a look at classics of Russian prose and an approach to literature that has something to offer readers today. No knowledge of Russian is required.]

**[RUSSL 431 Contemporary Russian Prose**

Spring. 4 credits. Prerequisites: Russian 301-302 or 303-304, and permission of instructor. This course may be counted towards the 12 credits of Russian literature in the original language for the Russian major. Graduate students may audit the course. Not offered 1996-97. Staff.

This course is designed to acquaint students with the way Russian prose has developed during the past forty years. Although the emphasis will be on comprehension of the text, we will also discuss literary structure, modern literary history, social and political problems, and the ways in which life in the Soviet Union is reflected in its literature. Authors to be read include Viktor Nekrasov, Yuri Kazakov, Alexander Solzhenitsyn, Varlam Shalamov, Abram Tertz (Andrei Sinyavsky), Vasilii Axyonov, and Tatyana Tolstaya. This course is specifically intended for third- and fourth-year Russian majors.]

**[RUSSL 432 Pushkin #**

Spring. 4 credits. Prerequisites: Russian 202 or equivalent, and permission of instructor. This course may be counted towards the 12 credits of Russian literature in the original language for the Russian major. Also open to graduate students. Not offered 1996-97. S. Senderovich.

Reading in the original language and discussion of selected works by Pushkin: lyrics, narrative poems, and *Eugene Onegin*.]

**RUSSL 491 Reading Course: Russian Literature in the Original Language**

Fall or spring. 1 credit each term. Prerequisite: permission of instructor. Staff.

This course is to be taken in conjunction with any Russian literature course in English translation. Students will receive one credit for reading and discussing works in Russian in addition to their normal course work.

**RUSSL 492 Supervised Reading in Russian Literature**

Fall or spring. 1-4 credits each term. Prerequisite: permission of instructor. Staff.

**RUSSL 499 The Avant-Garde in Russian Literature and the Arts**

Spring. 4 credits. Open to any student who has completed RussL 202. May be used in satisfaction of the twelve hours of reading in Russian required for the Russian major.

In this course we will examine closely representative short texts in Russian by such leading figures of the Russian avant-garde as Blok, Belyi, Remizov, Mayakovsky, Khlebnikov, Kruchenykh, and Babel. We will also examine related developments in theater, film, and the visual arts.

**Graduate Seminars**

**[RUSSL 603 Graduate Seminar: Neglected Masterpieces of Short Russian Prose**

Spring. 4 credits. Not offered 1996-97. G. Gibian.

Nineteenth- and twentieth-century works chosen according to the needs of the students enrolled. Stress on skills useful in teaching Russian literature.]

**RUSSL 611 Supervised Reading and Research**

Fall or spring. 2-4 credits. Prerequisite: permission of the department. Staff.

**[RUSSL 617-618 Russian Stylistics I and II**

Not offered 1996-97.]

**RUSSL 619 Seventeenth-Century Russian Literature**

Fall. 4 credits. G. Shapiro.

Seventeenth-century Russian literature is often studied together with Medieval literature. Is such an arrangement justified, or does seventeenth-century literature have its own problematic that makes it worth studying separately? In scholarship the seventeenth century is referred to as the Age of Baroque. Did Muscovite Russia experience its own Baroque, and, if so, what are its unique features? These and other important issues will be addressed in the seminar. In the course of the seminar a variety of concepts, genres, and themes characteristic for the epoch will be discussed. We will read the works of such authors as Simeon Polotsky, Silvester Medvedev, Karion Istomin, and the archpriest Avvakum.

**[RUSSL 620 Twentieth-Century Russian Poetry**

Spring. 4 credits. Open to advanced undergraduates with permission of instructor. Not offered 1996-97.

An in-depth study of the writings of selected twentieth-century poets. Authors may include Blok, Mandelstam, Pasternak, Tsvetayeva, and Khlebnikov.]

**RUSSL 621 Old Russian Literature**

Spring. 4 credits. S. Senderovich. A survey.

**[RUSSL 622 Eighteenth-Century Literature**

Spring. 4 credits. Not offered 1996-97. S. Senderovich.

Introduction to the first century of modern Russian literature. Cultural identity of the age: Baroque, Neo-Classicism, Enlightenment, Sentimentalism. Reading of representative texts of the major writers of the century: Trediakovsky, Lomonosov, Sumarokov, Novikov, Karamzin, etc. Main connections with nineteenth-century literature: roots, evolution, intertextuality.]

**[RUSSL 624 Russian Romanticism**

Spring. 4 credits. Taught in Russian. Not offered 1996-97. S. Senderovich.

A survey of concepts, themes, genres, and main individual contributions in Russian literature of the Age of Romanticism. The Age of Romanticism encompasses the first four decades of the nineteenth century. Zhukovsky, Batiushkov, Pushkin, Baratynsky, Gogol, and Lermontov are the major representatives of this style and the most important period of Russian literature. The emphasis is on poetry, its historical and theoretical problems. It was, above all, the golden age of Russian poetry, which prepared and deeply influenced the following age of great Russian prose. Turgenev, Tolstoy, Dostoevsky, and Chekhov are full of allusions to the texts of the golden age and cannot be properly understood without it.]

**RUSSL 625 Russian Realism**

Fall. 4 credits. P. Carden.

A study of the development of psychological realism in Russian prose of the nineteenth century, with some attention to the poetic tradition. In addition to reading representative works, we will pay attention to the historical background of the period. We will approach the works through the critical writings of



several important theorists, in particular those of Lydia Ginzburg.

**RUSSL 626 The Tradition of Russian Poetry**

Spring. 4 credits. N. Pollak.  
This course will examine a selection of poems that have been particularly important for the tradition of Russian literature in the nineteenth and twentieth centuries. Our focus will include critical and literary responses to these poems as well as close readings.

**[RUSSL 627 Russian Formalism (also Comparative Literature 627)]**

Spring. 4 credits. Not offered 1996-97.  
N. Pollak.  
See RUSSL 427 for course description.]

**[RUSSL 630 Gogol]**

Fall. 4 credits. Taught in Russian. Not offered 1996-97. G. Shapiro.  
Gogol's artistic career from his "Ukrainian" cycles to *Dead Souls*. We will examine representative works from each of the major divisions of Gogol's early work, in particular from his cycles *Evenings on a Farm near Dikanka* and *Mirgorod*, and will trace the writer's development toward his magnum opus, *Dead Souls*. Although some of the readings will be done in English to enable the class to cover a significant amount of material, the class work will be focused on close analysis of the Russian text.]

**[RUSSL 650 Russian Intellectual History]**

Spring. 4 credits. Not offered 1996-97.  
S. Senderovich.  
Nineteenth- and twentieth-century selected topics. Taught mostly in English.]

**RUSSL 669 Dostoevsky**

Fall. G. Gibian and guest lecturers. Also open to advanced undergraduates.  
Study of representative works from various periods of Dostoevsky's life, including some articles, speeches, and parts of *The Diary of a Writer*, against the context of nineteenth-century Western European and Russian literature. A variety of critical and scholarly approaches (from Russian formalists to recent Western scholars) will be sampled and evaluated.

**[RUSSL 671 Seminar in Nineteenth-Century Russian Literature]**

Fall. 4 credits. Not offered 1996-97.]

**[RUSSL 672 Seminar in Twentieth-Century Russian Literature]**

Fall. 4 credits. Open to advanced undergraduates. Not offered 1996-97.]

**[RUSSL 673 The Russian Nabokov]**

Fall. 4 credits. Also open to advanced undergraduates. Not offered 1996-97.  
G. Shapiro.  
Vladimir Nabokov wrote much verse, several plays, numerous short stories, and nine novels in Russian before switching to English. He is a major Russian writer of the twentieth century. This seminar will examine his work in the context of modern Russian literature, concentrating in particular on the novels. Knowledge of Russian is highly desirable, but all the works discussed also exist in English translation.]

**[RUSSL 675 Russian Literature, 1917-1945]**

Fall. 4 credits. Not offered 1996-97.  
This semester will focus on the achievements of Russian prose between the two World Wars. Among the authors whose works will

be closely read and discussed, there are Babel, Olesha, Zoshchenko, Ilf and Petrov, Bulgakov, and Nabokov.]

**[RUSSL 676 Russian Literature, 1945-Present]**

Spring. 4 credits. Not offered 1996-97.]

**[RUSSL 698 Russian Symbolism]**

Fall. 4 credits. Not offered 1996-97.  
P. Carden.  
Around 1886 the trends in French culture represented by Baudelaire and Mallarmé crystallized into a new cultural movement, called in some of its aspects the Decadence and in others Symbolism. The new sentiments about the nature of art spread throughout Europe, drawing in England, the Scandinavian countries, Germany, and Russia. The first stirrings of Symbolism were in the ascendant in Russian cultural life and it remained the dominant force until 1910. Our task will be to study the phenomenon of Symbolism as it touched the arts in Russia, including not only literature, but dance, theater, and the visual arts. Because Symbolism was a movement that cut across national boundaries, we will study the seminal works of European art that created the climate in which Russian Symbolism was conceived and came to maturity.]

**RUSSL 699 Russian Modernism**

Spring. 4 credits. P. Carden.  
We will be investigating the rich and innovative period of the avant-garde in Russia from 1910 to 1925. In addition to examining outstanding works in a variety of forms, we will look at the movements, social context, and ties to the European avant-garde. Among the writers whose works we will examine are Blok, Bely, Mayakovsky, Khlebnikov, Pilnyak and Babel. We will examine theater through the Futurist performance piece, "Victory Over the Sun," through Meyerhold's productions of Mayakovsky's plays and other experimental pieces, and through mass spectacles. We will discuss the film theories of Eisenstein and Dziga Vertov and see several of their films. In the visual arts we will be examining the experiments of Larionov and Goncharova, Malevich, Kandinsky, and Tatlin. We will also look at the photomontage of Rodchenko.

## RUSSIAN AND EAST EUROPEAN STUDIES MAJOR

See "Special Programs and Interdisciplinary Studies."

## SANSKRIT

See Modern Languages under Languages and Linguistics.

## SERBO-CROATIAN

See Modern Languages under Languages and Linguistics.

## SCIENCE AND TECHNOLOGY STUDIES

### (History, Philosophy, Sociology, and Politics of Science and Technology)

S. Jasanoff, chair; R. N. Boyd, P. R. Dear, M. Dennis, S. Hilgartner, R. Kline, B. V. Lewenstein, W. R. Lynn, R. W. Miller, T. J. Pinch, A. G. Power, J. V. Reppey, M. W. Rossiter, P. J. Taylor, L. P. Williams, emeritus. Adjunct faculty: S. R. Barley, J. J. Brumberg, J. F. MacDonald, W. B. Provine, Z. Warhaft

Science and technology profoundly affect our lives, often in ways we scarcely understand or perceive. The study of their historical formation, their conceptual structure and social organization, and their political and policy implications can yield important insights into the nature of the modern world.

Whether one looks at the history of quantum mechanics, the philosophy of evolution, the sociology of laboratory experiments, or the policy options for environmental protection, one learns about science and society by engaging in the study of both. None of the different dimensions of science and technology makes sense on its own; their integration is increasingly necessary in the worlds of research as well as teaching. The Department of Science and Technology Studies provides a focus for such work at Cornell.

The department administers two majors. The major in Science and Technology Studies aims to further students' understanding of the social and cultural meaning of science and technology and their ability to participate meaningfully in policy debates. Students may focus on the historical, philosophical, sociological, or political aspects of science and technology, within an overall plan aimed at providing a full appreciation of the place of science and technology in society. Students in the sciences or engineering also have the option of taking Science and Technology Studies as a minor or double major. Information may be obtained from the undergraduate records office, 275 Clark Hall, (255-6047).

The Biology and Society major is designed for students who desire strong training in biology and who also wish to acquire a background in the social, political, and ethical dimensions of the biological sciences. The undergraduate curriculum in biology and society is a major in the College of Arts and Sciences and in the College of Human Ecology. It is also offered as an optional curriculum for undergraduates entering the General Studies Program of the New York State College of Agriculture and Life Sciences. A full description of the Biology and Society major may be found in the section on Special Programs and Interdisciplinary Studies. Information and application materials may be obtained from the Biology and Society undergraduate records office, 275 Clark Hall (255-6047).

### The Science and Technology Studies Major

1. Prerequisites: Students intending to major in Science and Technology Studies will be required to complete the following courses before declaration of the major: a) two courses in history, philosophy, sociology, or government. (In choosing these courses students should be attentive to the prerequisites specified for S&TS

courses they may wish to take later.) These courses cannot be used to fulfill the core or other course requirements for the major; b) the science requirement of the College of Arts and Sciences; c) mathematics or computer science courses in fulfillment of the Group Four distribution requirement.

2. Core Courses: Science and Technology Studies majors will be required to take:
  - (a) either Science and Technology Studies 250 (Technology in Western Society) or Science and Technology Studies 282 (Science in Western Civilization); and
  - (b) either Science and Technology Studies 381 (Philosophy of Science: Knowledge and Objectivity) or Science and Technology 389 (Philosophy of Science: Evidence and Explanation); and
  - (c) either Science and Technology Studies 390 (also Government 308) or Science and Technology Studies 442 (Sociology of Science).
3. Additional Science and Technology Studies Courses: Science and Technology Studies majors will be required to complete at least 21 credit hours of additional courses in Science and Technology Studies, subject to the following restrictions:
  - (a) Breadth requirement: At least one course beyond the core courses in each of the three areas of concentration (history, philosophy, and social studies of science and technology);
  - (b) Depth requirement: At least two courses in one area beyond the core courses and intended for advanced undergraduates or graduate students.
4. Science Requirement: In addition to the science requirement of the College of Arts and Sciences, Science and Technology Studies majors are required to take an additional two semesters of a natural science or engineering (including computer science). Mathematics sufficient to follow the additional science requirement should be completed before undertaking that requirement. Choice of these courses should be made in consultation with the students' major advisers.

### Course Offerings

Freshman Writing Seminars  
History  
Philosophy  
Social Studies of Science  
Independent Study

### Freshman Writing Seminars

#### [S&TS 114 FWS: Ecology and Social Change (also Biology and Society 114)]

Spring. 3 credits. Not offered 1996-97.  
P. Taylor.

What ecological and social principles can guide our interventions within nature? We examine fundamental ecological ideas and the ways they have been drawn into discussions of social change. Through reading, discussion, in-class writing, and assignments, students are encouraged to develop their own critical thinking about ecology and social change.]

### History

#### [S&TS 233 Agriculture, History, and Society: From Squanto to Biotechnology]

Fall. 3 credits. M. W. Rossiter.

This course will survey the major themes in the development of agriculture and agribusiness in the United States in the nineteenth and twentieth centuries. These include particular individuals (such as Liberty Hyde Bailey, Luther Burbank, G. W. Carver, Henry A. Wallace, and Norman Borlaug), the rise of government support and institutions (including U.S.D.A. and Cornell), noteworthy events (the Dust Bowl, World War II, and the environmental movement), and the achievements of the recent Green and "Gene" Revolutions.]

#### [S&TS 250 Technology in Western Society (also Electrical Engineering 250 and History 250)]

Fall. 3 credits.

For description, see ENGRG 250.

#### [S&TS 281 Science in Western Civilization #]

Fall. 4 credits.

For description, see HIST 281.

#### [S&TS 282 Science in Western Civilization #]

Spring. 4 credits.

For description, see HIST 282.

#### [S&TS 287 Evolution (also History 287)]

Fall. 4 credits.

For description, see BIO G 207.

#### [S&TS 292 Inventing the Power and Information Societies (also Electrical Engineering 298 and Engineering 298 and History 292)]

Spring. 3 credits.

For description, see ENGRG 298.

#### [S&TS 433 Comparative History of Science]

Spring. 4 credits. Not offered 1996-97.

M. W. Rossiter.

A survey of the major scientific institutions in foreign nations, including developing countries. The course covers the period 1660 to the present and gives some attention to who in each country becomes a scientist, who rises to the top, and who emigrates. Weekly readings and a research paper.]

#### [S&TS 444 Historical Issues of Gender and Science (also Women's Studies 444)]

Fall. 4 credits. Open to sophomores. Not offered 1996-97. M. W. Rossiter.

One-semester survey of women's role in science and engineering from antiquity to the 1980s, with special emphasis on the United States in the twentieth century. Readings will include biographies and autobiographies of prominent women scientists, educational writings and other primary sources, and recent historical and sociological studies. By the end of the semester, we shall have attained a broad view of the problems that have faced women entering science and those that still remain.]

#### [S&TS 447 Seminar in the History of Biology (also Biology and Society 447, History 415, and Biological Sciences 467)]

Fall. 4 credits. Not offered 1996-97.

For description see Biology Sci (BIO G) 467.]

#### [S&TS 465 Scientific Rhetoric in Historical Perspective (also History 465 and meets with Communication 465)]

Spring. 4 credits. Not offered 1996-97.

For description, see History 465.]

#### [S&TS 525 Seminar in the History of Technology (also History 525)]

Fall. 4 credits. Not offered 1996-97.

R. Kline.

Exploration of the history of technology in Europe and the United States from the eighteenth century to the present. Typical topics include the industrial revolution in Britain, the emergence of engineering as a profession, military support of technological change, labor and technology, the "incorporation" of science and engineering, technological utopias, cultural myths of engineers and inventors, social aspects of urbanization in the city and on the farm, post-war consumerism, and gender and technology. The interests of students and recent literature in the field will be considered in selecting the topics for the seminar.]

#### [S&TS 644 Topics in the History of Women in Science]

Fall. 4 credits. Offered odd fall semesters.

M. W. Rossiter.

This is a one-semester graduate seminar on selected topics in the history of women and gender in science and technology, covering mostly the U.S. in the 20th century but broadly defined to include earlier periods and other countries. It seeks to acquaint advanced students with some of the best recent literature on this topic and to identify and explore possible new topics. Weekly readings and a research paper.]

#### [S&TS 680 Seminar in Historiographical Approaches to Sciences (also History 680)]

Fall. 4 credits.

For description, see History 680.

#### [S&TS 682 Topics in the Scientific Revolution (also History 682)]

Fall. 4 credits. Not offered 1996-97.

For description, see HIST 682.]

#### [S&TS 687 Seminar in the History of Agricultural Sciences]

Fall. 4 credits. Permission of instructor required. Not offered 1996-97.

M. W. Rossiter.

Weekly readings and a research paper.]

#### [S&TS 777 Science, Technology and the Cold War]

Fall. 4 credits. M. Dennis. Permission of instructor required for undergraduate students.

This graduate seminar will examine the historical transformation wrought in the organization and practice of the physical, biomedical, and environmental sciences since 1945. How did military and federal patronage affect the development of the sciences, the organization of the postwar university, and the armed services? Students will read contemporary historical materials as well as primary texts to understand the development of particular institutions, technologies, and individuals. In addition to participation in the weekly discussion, each student will prepare a research paper for presentation to the seminar.

## Philosophy

### **S&TS 205 Ethical Issues in Health and Medicine (also Biology and Society 205)**

Fall. 4 credits.

For description, see B&SOC 205.

### **S&TS 206 Ethics and the Environment (also Biology and Society 206)**

Spring. 4 credits.

For description, see B&SOC 206.

### **S&TS 286 Science and Human Nature (also Philosophy 286)**

Spring. 4 credits.

For description, see PHIL 286.

### **S&TS 381 Philosophy of Science: Knowledge and Objectivity (also Philosophy 381)**

Fall. 4 credits.

For description, see PHIL 381.

### **[S&TS 384 Philosophy of Physics (also Philosophy 384)]**

Fall. 4 credits.

For description, see PHIL 384.]

### **[S&TS 481 Problems in the Philosophy of Science (also Philosophy 481)]**

Spring. 4 credits. Not offered 1996–97.

For description, see PHIL 481.]

### **S&TS 681 Philosophy of Science (also Philosophy 681)**

Spring. 4 credits.

For description, see PHIL 681.

## Social Studies of Science

### **S&TS 201 What is Science?**

Spring. 3 credits. T. Pinch. Limited to 50 students.

This course will introduce students to central ideas in Science and Technology Studies. Throughout we will be concerned to investigate how science intersects with and is shaped by society. We will ask whether there is a universal transcendent scientific method and if so what that method entails. We will explore in detail what goes into scientific observation, experimentation, and demonstration. We will look at the realities of scientific practice whether in laboratories or when science is taken up in other contexts such as the media, courtroom, and classroom. We will investigate scientific controversies; what goes into scientific expertise and how that expertise is to be viewed in a modern industrialized society. In questioning what science is, we will also be concerned with what science might be if its social arrangements were different. For example, would more women in science change the type of knowledge scientists produce? We will look at fringe sciences to evaluate alternatives to standard scientific method. Lastly, we will look at the relationship between technology and science and the role played by technology in science.

### **S&TS 350 Atomic Consequences: The Incorporation of Nuclear Weapons in Postwar America (also Government 305)**

Spring. 4 credits. M. Dennis.

In addition to class meetings, there is also a required screening session on W 7–10 p.m. in Uris media room b. Films will generally last less than two hours, but some are longer. Viewing the movies is an essential part of the course. This course will explicate the development of atomic weapons from early twentieth-century ruminations about super

bombs in science fiction through the Manhattan Project, the postwar development of thermonuclear weapons and civil defense, and more recent plans for strategic defense. Our focus will expand to cover the lives of researchers at such institutions as Los Alamos during and after World War II as well as discussions of national politics. Other topics include the Nazi effort to develop an atomic bomb, the role of technical espionage during and after World War II, and the problems posed by the classification of technical knowledge. We will seek to understand how the bomb became part of American culture through the use of literature and film, as well as readings in primary historical documents and secondary analyses.

### **S&TS 352 Science Writing for the Mass Media (also Communication 352)**

Fall. 3 credits.

For description, see COMM 352.

### **S&TS 360 Ethical Issues in Engineering (also Engineering 360)**

Spring. 3 credits.

For description, see ENGR 360.

### **S&TS 390 Science in the American Polity, 1800–1960 (also Government 308)**

Fall. 4 credits. M. Dennis.

How did America become a leading nation in scientific and technical research? This course charts the development of American science from its origins in gentlemanly societies in the early nineteenth century through the development of large-scale federally funded research or Big Science. Particular attention will be paid to the importance of government patronage in creating new social and intellectual spaces for research; the importance of medicine and the biomedical disciplines for the development of university-based research; the origins and expansion of research in corporations; and the role of war in the political economy of American science.

### **S&TS 391 Science in the American Polity, 1960–Now (also Government 309)**

Spring. 4 credits. S. Jasanoff.

This course reviews the changing political relations between science, technology and the state in America from 1960 to the present. It focuses on the politics of choices involving science and technology in a variety of institutional settings, from Congress to courts and regulatory agencies. The tensions and contradictions between the concepts of science as an autonomous republic and as just another special interest provide the central theme for the course. Topics addressed will include research funding, technological controversies, scientific advice, citizen participation in science policy, and the use of experts in courts.

### **S&TS 400 Components and Systems: Engineering in a Social Context (also Mechanical and Aerospace Engineering)**

Spring. 3 credits.

For description, see M&AE 400.

### **S&TS 401 Biology and Society: The Social Construction of Life (also Biology and Society 301)**

Fall. 4 credits.

For description, see B&SOC 301.

### **[S&TS 402 Investigative Research on the Social Impact of Science (also Biology and Society 300)]**

Spring. 4 credits. Prerequisite: one year of science and permission of the instructor. Offered alternate years. Limited to 12.

P. J. Taylor.

Students choose a current issue in the social impact of biological or physical sciences and work through the steps of investigation from issue definition to spoken presentations and proposals for action. In a workshop setting, students comment on and learn from each other's projects and discuss case studies and articles, with occasional guest speakers and films.]

### **[S&TS 406 Biotechnology and Law (also Biology and Society 406)]**

Fall. 4 credits. Limited to 16 students.

Recommended: a course in genetics or rDNA, a course in American government or law, or permission of instructor. Fee for course reading material. Not offered 1996–97. S. Jasanoff.

Biotechnology, with myriad applications in areas such as medicine and agriculture, is developing more rapidly than the social institutions that are capable of controlling it. This course explores the use and potential abuse of biotechnology in areas such as genetic screening and counseling, reproductive technologies, intentional release of genetically engineered organisms, patents, and ownership of human tissue. Particular attention will be given to evolving legal and management strategies for regulating the applications of biotechnology. Readings are from science, medicine, law, and public policy. A research paper is required.]

### **S&TS 407 Law, Science and Public Values (also Government 407 and Biology and Society 407)**

Fall. 4 credits. S. Jasanoff.

This course explores the varied interactions between science and the legal process that have developed in recent years as a result of attempts to bring greater public accountability to the use of science and technology. It examines the activities of both legislatures and courts in controlling science and analyzes the values underlying these initiatives. Three major types of science-law interactions form the focus of the course: expert testimony in the courtroom, regulation of hazardous technologies, and legal control of professional standards in science and medicine. Specific topics include the regulation of toxic chemicals and nuclear power, controversies about biotechnology, reproductive technologies and biomedical research, and scientific misconduct.

### **[S&TS 412 The Politics of the Human Body]**

Spring. 3 credits. Not offered 1996–97. Staff.

This course discusses the political character of scientific and technological interventions in the human body. We will examine the history of the control of sexuality and reproduction and then focus on the following intersections between politics, body, gender and technology: contraception, AIDS, in vitro fertilization, abortion, embryo research, prenatal screening, gene therapy, and birth technologies. Students will be encouraged to do small fieldwork projects based on interviews and written sources.]

**[S&TS 425 Global and Domestic Dimensions of Science and Technology Policy (also Government 468)]**

Fall. 4 credits. Not offered 1996-97. Staff.]

**[S&TS 427 Politics of Environmental Protection in America (also Government 427)]**

Fall. 4 credits. Not offered 1996-97. S. Jasanoff.

An introduction to the distinctive feature of environmental protection in America, focusing particularly on the role of law, science, and citizen activism in public policymaking. Readings from law, political science, and policy analysis will examine the changing role of expert agencies, courts, public interest groups, Congress, and the states in environmental politics since the late 1960s. Case studies of specific environmental controversies (nuclear power, siting, pesticides, endangered species) will be used to explore dominant public conceptions of risk and safety, regulatory costs and benefits, and the goals and instruments of environmental policy.]

**[S&TS 431 Introduction to Science and Technology Policy (also Government 401)]**

Fall. 4 credits. Not offered 1996-97. Staff.]

**S&TS 442 The Sociology of Science (also City and Regional Planning 442 and Biology and Society 342)**

Spring. 4 credits. T. J. Pinch.

A view of science less as an autonomous activity than as a social institution. We will discuss such issues as controversies in science, analysis of scientific text, gender and the social shaping of scientific knowledge.

**[S&TS 465 Scientific Rhetoric in Historical Perspective (also History 465 and Communication 465)]**

Spring. 4 credits. Not offered 1996-97. For description, see HIST 465.]

**[S&TS 466 Public Communication of Science and Technology (also Communication 466)]**

Fall. 3 credits. Not offered 1996-97.

For description, see COMM 466.]

**[S&TS 467 Innovation: Theory and Policy]**

Fall. 4 credits. Open to upper-level undergraduates and interested graduate students. Prerequisite: Economics 102 or permission of the instructor. J. Reppy.

In this course we will study the innovation process (that is, the introduction of new technology into practice) through the critical analysis of selected theories of innovation and supporting empirical evidence. Economic theories will be contrasted to the insights to be found in science and technology studies. The focus will be on the context of interests and ideology in which the various theories have been framed and their differing implications for technology policy. Authors to be covered include Schumpeter, Solow, Scherer, Nelson and Winters and Bijker and Pinch.]

**S&TS 469 Food, Agriculture, and Society (also Biology and Society 469, and Biology General 469)**

Spring. 3 credits.

For description, see BIO G 469.

**S&TS 483 The Military and New Technology**

Spring. 4 credits.

For description, see GOVT 483.

**S&TS 490 The Integrity of Scientific Practice**

Fall. 4 credits. S. Hilgartner.

Recent scandals over scientific fraud, debates about financial conflicts of interest, disputes about the use of human and animal subjects, and tensions over ownership of data have raised concern about integrity in science. In addition, changes in the American research system—from the emergence of new university-industry relationships to the growth of electronic communication—pose new questions about who owns and controls research. The course addresses practices that present problems of integrity in research (e.g., fraud, secrecy, commercialization). It also examines how scientific practices affect the structural integrity of science as an institution. Through these complementary concepts of integrity, the course explores the connections between the conduct of science and its cultural authority.

**[S&TS 503 Professional Practice in Engineering]**

Spring. 3 credits. Not offered 1996-97.

For description, see CEE 503.]

**S&TS 532 Inside Technology: The Social Construction of Technology**

Spring. 4 credits. T. J. Pinch.

Rather than analyze the social impact of technology upon society, in this course we will investigate how society gets inside technology. In other words, is it possible that the very design of technologies embody assumptions about the nature of society? And, if so, are alternative technologies possible which embody different assumptions about society? Do engineers have implicit theories about society? Is technology gendered? How can we understand the interaction of society and technology? Throughout the course the arguments will be illustrated by detailed examinations of particular technologies, such as the ballistic missile, the bicycle, the electric car, and the refrigerator.

**[S&TS 626 Workshop on Law, Science, and Technology (also Government 626)]**

Spring. 4 credits. Prerequisite: Gov 407/ S&TS 407/B&Soc 407 or S&TS 442/CRP 442/B&Soc 342. Not offered 1996-97. S. Jasanoff.

Legal proceedings provide a powerful mechanism for deconstructing, and to some extent reconstructing, a society's understanding about the nature and social role of expertise, the boundaries of science and technology, and the meaning or validity of scientific "facts." Using a combination of primary legal materials and theoretical studies in science and technology, this course will explore how varying scientific realities are constructed in legal forums and what impact these constructions have on the social relations of science and technology. The course will also consider the policy implications of conflicting legal and scientific approaches to the discovery and verification of scientific facts.]

**[S&TS 627 Comparative Methods in Policy Analysis (also Government 627)]**

Fall. 4 credits. Not offered 1996-97. S. Jasanoff.

Comparisons, at levels of analysis ranging from individual biographies to national decisionmaking, have emerged as an important methodological approach in policy analysis. Focusing primarily on historical and social studies of science and technology, this course seeks to enhance the student's ability to carry out effective comparative analyses at a variety of research sites including laboratories, regulatory agencies, and new social movements. Work in structuralist as well as post-structuralist idioms will be examined in order to sharpen and refine notions such as national styles and political culture that have loomed large in the comparative literature on the politics of science and technology. Topical areas will include military research, biotechnology, and environmental controversies.]

**[S&TS 631 Qualitative Research Methods for Studying Science]**

Spring. 4 credits. T. J. Pinch. Not offered 1996-97.

Much has been learned about the nature of science by sociologists and anthropologists donning lab coats and studying scientists in action. In this course we will look at the methods used in this new wave of science studies. We will examine what can be learned by interviewing scientists, from videos and from detailed examinations of scientific texts. Students will gain hands-on experience by conducting a mini-project in which they investigate some aspect of scientific culture.]

**S&TS 645 Genetic Engineering: Politics and Society in Comparative Perspective (also Government 634)**

Spring. 4 credits. Instructor permission for upper-level undergraduates.

S. Hilgartner.

Since its development, genetic engineering has been a passionately debated technology, creating high hopes for some and deep anxieties for others. This course will trace the conflicts and power struggles over genetic engineering from its origins to the present. We will use genetic engineering as a case to discuss some crucial issues in the relationships among science, technology, and politics: the political shaping of modern biology; the relationship between eugenics and molecular biology; the regulation of risks; the state and modern biotechnology; university-industry relationships; agriculture medicine; and biotechnology; the rise of bioethics; social movements, Green parties and technology; the socioeconomic impacts of genetic engineering; the Third World and biotechnology; and the politics of the Human Genome Project. We discuss how society deals with high-impact technologies and explore the question of the adequacy of the political-legal framework of contemporary "risk-society."

**[S&TS 660 Social Analysis of Ecological Change (also Biology and Society 460 and Rural Sociology 660)]**

Spring. 4 credits. Prerequisite: one year of science. Limited to 20 graduate students and seniors with permission of instructor. Not offered 1996-97.

P. J. Taylor.

Scientific studies of ecological and social processes, together with interpretation of those studies by historians, sociologists, and anthropologists. Topics include ideas of nature, colonial conservation science, systems ecology, the tragedy of the commons, neo-Malthusianism, human ecology, local knowledge, nomadic pastoralism, political



ecology, women and eco-development, and global environmental discourse.]

**[S&TS 662 Science and Social Theory]**

Fall. 4 credits. Prerequisite: S&TS 442 or permission of the instructor. Limited to 15 students. Not offered 1996-97.

P. J. Taylor.

Issues in social theory, or more broadly, social thought, raised by historical and contemporary studies of science and technology. Focal theme for Fall 1996: Focal theme for fall 1996: Quantification of Social Life. Uneven and contradictory history and current developments concerning issues such as risk, epidemics, individuality, and modeling.]

**S&TS 668 Computers, Law, and Social Change**

Spring. 4 credits. (Pending EPC approval). S. Jasanoff.

**[S&TS 688 International Environmental Policy (also Government 687)]**

Spring. 4 credits. Not offered 1996-97. S. Jasanoff.

This course examines the emergence of the environment as an important item on the political agendas of nations and the evolution of national and international policy responses to environmental issues. Analytically, the course attempts to define the distinctive characteristics of environmental policy and politics in our time and to identify the factors that promote convergences and divergences among different national approaches to the same environmental problems. The scope of the course is therefore both cross-national and international, embracing developing as well as industrialized countries. Particular attention is given to the role of legal and scientific institutions, processes, and instruments in the resolution of environmental controversies. Among the specific issues to be considered are chemical control, risk communication, export of hazards, stratospheric ozone depletion, and global climate change.]

**S&TS 700 Special Topic 1: Science Studies and the Politics of Science**

Fall. 4 credits. Prerequisites: S&TS 711 or permission of the instructor. S. Jasanoff.

Theoretical developments in science and technology studies have called attention to the contingent and socially embedded character of both knowledge claims and technological systems. Drawing on literature from several disciplines, this seminar explores the consequences of these findings for social and political studies of science. Issues and problems to be considered include trust and skepticism, political and legal agency, reflexive institutions, relativism and social action, science and norms, and the co-production of knowledge and social order.

**S&TS 700 Special Topic 2: Technology Transfer Issues**

Spring. 4 credits. J. Reppy.

The goal of this course is to develop a coherent analytical framework for analyzing technology transfer, using insights from economics, sociology and history, and to employ that framework to evaluate current policy issues. We will study the process of technology transfer in different contexts, ranging from intra-firm and intra-industry to technology transfer between civil and military sectors and between industrialized countries and LDCs. The readings will include a mix theoretical writings and case studies.

**S&TS 711 Introduction to Science and Technology Studies**

Fall. 4 credits. R. Kline.

This introductory course will provide students with a foundation in the field of science and technology studies. Using classic works as well as contemporary exemplars, seminar participants will chart the terrain of this new field. Topics for discussion include, but are not limited to: historiography of science and technology and their relation to social studies of science and technology; laboratory studies; intellectual properties; science and the state; the role of instruments; fieldwork; politics and technical knowledge; philosophy of science; sociological studies of science and technology; and popularization.

**S&TS 751 Ethical Issues and Professional Responsibilities (also Biological Sciences 751 and Toxicology 751)**

Fall or spring. 2 credits.

For description, see BIOBM 751.

**Independent Study**

**S&TS 399 Undergraduate Independent Study**

Fall or spring. 1-4 credits.

Please apply in 275 Clark Hall.

**S&TS 699 Graduate Independent Study**

Fall or spring. 2-4 credits.

Please apply in 275 Clark Hall.

**S&TS 700 Special Topics**

Spring. 3-4 credits.

**Biology and Society Major**

The Biology and Society major is ideally suited for students who wish to combine training in biology with exposure to perspectives from the social sciences and humanities on the social, political, and ethical aspects of modern biology. In addition to providing foundational training in basic biology, Biology and Society students obtain background in the social dimensions of modern biology and in the biological dimensions of contemporary social issues.

The Biology and Society major is offered to students enrolled in the College of Arts and Sciences and the College of Human Ecology. Undergraduates in the College of Agriculture and Life Sciences can develop an approved sequence of courses from the Biology and Society curriculum under general studies. The major is coordinated for students in all colleges through the Biology and Society office. Students can get information, specific course requirements, and application procedures for the major from the office in 275 Clark Hall, 255-6042.

A detailed listing of Biology and Society course offerings can be found in the *Courses of Study* section entitled Special Programs and Interdisciplinary Studies.

**Concentration in Science and Technology Studies**

S. Jasanoff, chair; R. Boyd, Philosophy; P. Dear, History; M. A. Dennis, Science and Technology Studies; R. Kline, Electrical Engineering; B. Lewenstein, Communications; W. R. Lynn, Civil and Environmental Engineering; R. Miller, Philosophy; T. Pinch, Science and Technology Studies; A. G. Power, Ecology and Systematics; M. Rossiter, Science and Technology Studies; P. Taylor, Science and

Technology Studies; and L. P. Williams, emeritus, Science and Technology Studies.

The undergraduate concentration in Science and Technology Studies (S&TS) is designed for students who wish to engage in a systematic, interdisciplinary exploration of the role of science and technology in modern societies. The concentration is intended for students with varied academic interests and career goals. It offers majors in the natural sciences and engineering an opportunity to explore the social, political, and ethical implications of their selected fields of specialization. At the same time it offers students majoring in the humanities and social sciences a chance to study the processes, products, and impacts of science and technology from varied disciplinary perspectives. Drawing on course offerings in several departments, programs, and colleges, the S&TS concentration permits students to develop an individualized program of study closely related to their major field. S&TS courses are organized into three areas: history, philosophy, and social studies of science and technology.

To satisfy the requirements for the S&TS concentration, students must complete with letter grades a minimum of four courses selected from the course offerings listed for the major. At least one course should be chosen from the list of core courses. The remaining three courses should be chosen in consultation with an S&TS faculty adviser and must be drawn from at least two of the three areas.

Interested students may obtain further information about courses by contacting Stephen Hilgartner, faculty adviser, 255-9950 or the S&TS undergraduate office, 275 Clark Hall, 255-6047.

**SINHALA (SINHALESE)**

See Modern Languages under Languages and Linguistics.

**SOCIOLOGY**

D. Strang, chair; P. Becker, E. Bell, R. L. Breiger, S. Caldwell, S. Han, D. P. Hayes, S. Kanazawa, P. Moen, V. Nee, D. Stark, J. M. Stycos, H. A. Walker

Emeritus: R. McGinnis, B. C. Rosen, R. M. Williams, Jr.

The subject matter of sociology is human social organization and institutions. The Department of Sociology offers courses in social organization that include (among other issues) examination of inequality on the basis of race, ethnicity, income, and occupation; political behavior and public policy; social psychology and group processes; and contemporary social movements for change. Courses that analyze institutions include the family, politics and issues of public policy, the analysis of voluntary organizations, and the study of networks of political and organizational action.

The Department of Sociology offers the opportunity to develop fundamental theoretical insight and advanced research skills appropriate for the study of social behavior and institutions. Graduates of the department

take up careers in university, government, and business settings and in law, management, architecture, and other professions seeking men and women who demonstrate a disciplined understanding of society and social issues.

### Sociology Courses for Nonmajors

Sociology provides students with particularly effective ways to understand the complexities of modern life. For many students, the undergraduate years are a last opportunity to gain the insights these fields have to offer. The Department of Sociology is continuing to design an array of beginning and advanced courses that convey a broad understanding of the methods and insights of sociological analysis—courses that will be of particular interest to undergraduates who may not major in sociology. First- and second-year students should note that the introductory courses (101, 103, 110, 115) provide substantial focus on the sociological analysis of major issues of public life. A wide selection of general education courses is available at the 200 level. Advanced undergraduates who are majors in other fields should also see, in particular, the descriptions of Sociology 303, 310, 354, 370, 380, for which there are no prerequisites other than junior or senior status.

### Related Courses in Other Departments

Students interested in sociology should consult the course lists of the other social science departments in the College of Arts and Sciences (including Anthropology, Economics, Government, and Psychology) and of these other departments: Organizational Behavior (College of Industrial and Labor Relations), Human Development and Family Studies (College of Human Ecology), and Rural Sociology (College of Agriculture and Life Sciences).

### The Major

Requirements for general sociology: (1) 101 and any other 100-level or 200-level course (excluding Freshman Writing Seminar) with a 2.5 minimum grade-point average; (2) no later than the junior year, the 301 and 303 methods courses; (3) one course in the department at the 400 level or higher (491 is recommended); and (4) 20 additional credits in sociology, of which 6 may be taken in related departments on the approval of the student's major adviser. A list of pre-approved courses is maintained by the director of undergraduate studies, some of which are listed under "Related Courses."

**Requirements for honors:** Potential honor students are encouraged to begin taking the methods and statistics courses during their sophomore year and to take at least 2 credits of Sociology 491, Independent Study, during their junior year. Honors students take Sociology 495-496 during their senior year. Graduation with honors requires a cumulative average of at least B+ in all sociology courses and the successful completion of an oral defense of the honors thesis. Interested students should consult the director of undergraduate studies no later than the second semester of their junior year.

**Cornell-in-Washington program.** Qualified sociology majors may include a semester in the Cornell-in-Washington program, in which students take courses and undertake a closely supervised internship. For further informa-

tion, see p. 19.

**Supervised research.** Qualified sociology majors are invited to participate with faculty members in conducting research. Such projects are usually initiated in one of two ways: the student may offer to assist the faculty member in an ongoing project, or the student may request that the faculty member supervise the execution of a project conceived by the student. In either case the student should enroll in Sociology 491. Interested students may direct inquiries to any faculty member.

### Society and Economy Concentration

Sociology majors or students in other disciplines who wish to prepare for graduate study in any of the social sciences or in a profession (business, management, or law) may elect to acquire a concentration in society and economy (including international dimensions). This program is designed to provide training in economic sociology, formal organizations, and social science methods. The requirements for the concentration in society and economy include courses in economic sociology, formal organizations, and methods. For further information, consult Professor Victor Nee, 330 Uris Hall.

### Introductory Courses

#### SOC 101 Introduction to Sociology

Fall and spring. 3 credits. Fall, H. A. Walker; spring, S. B. Caldwell.

This course provides an introduction to theory and research in sociology. It demonstrates how the insights, theories, and methods of sociological analysis can be brought to bear on major issues of social life. A primary goal is to convey a sense of the manner in which sociologists formulate theories and how the collection and analysis of data are used to evaluate those theories. The course will provide "hands-on" experience in analyzing sociological issues. Students undertake guided research exercises that involve using computers to analyze actual data. No prior background is presumed; necessary skills are covered in class and section meetings.

#### SOC 103 Introduction to Sociology: Microsociology

Spring. 3 credits. D. P. Hayes.

An introduction to microsociology, focusing on social processes within small groups, including the family. Emphasis is on leadership, conformity, social influence, cooperation and competition, distributive justice, and micro analyses of interaction.

#### [SOC 110 Introduction to Economy and Society

3 credits. Offered 1997-98. V. G. Nee.

Modern social thought arose out of attempts to explain the relationship between economic development and the social transformations that gave rise to the contemporary world. Classical theorists from Karl Marx and Max Weber to Karl Polanyi focused their writings on emergent capitalist economies and societies. Contemporary social theorists likewise have sought to understand the interaction between capitalism and the social forces reacting against and emerging from modern economic development. From exchange and rational choice theories to network analysis and institutional theory, a central theme in contemporary social thought has been the relationship between the

economy and society, economic action and social structure, rationality and fundamental social processes. This course provides an introduction to social thought and research seeking to understand and explain the relationship between economy and society in the modern era.]

#### [SOC 115 Utopia in Theory and Practice

3 credits. Not offered 1996-97. D. Strang.

This course examines imaginings of the "ideal society" and efforts to realize them. We discuss the classic literary utopias, from Plato's *Republic* to More's *Utopia* to Bellamy's *Looking Backward*, and also the dystopias of Huxley and Orwell. We also examine social experiments like the nineteenth-century American intentional communities, various socialisms, and the design of contemporary political constitutions. Throughout, the emphasis is on two sociological questions. What leads people to conceive of particular social arrangements as ideal? How can we tell social structures that can work from those that cannot?]

#### SOC 203 Gender, Work, and Family (also Women's Studies 203)

Fall. 3 credits. E. Bell.

The line that divides men and women is one of the deepest and most firmly entrenched in societies. Many people believe that gender differences are natural and thus unchangeable, but most sociologists argue these differences are created and maintained by culture and social relationships. In this course, we will explore the social construction and maintenance of gender differences and inequalities, focusing primarily on the areas of work and family. Students of all levels (and genders) are welcome.

#### SOC 204 Race and Ethnic Relations

Fall. 4 credits. Prerequisite SOC 101, SOC 103, or R SOC 101. H. A. Walker.

This course focuses on race and ethnic relations in contemporary perspective. It examines the social and behavioral implications of attributions of race and ethnicity in small group interaction, the world of work, and the larger society. Topics: inequalities in income and employment, affirmative action, ethnic political mobilization, patterns of marriage and family formation.

### General Education Courses

#### SOC 215 Organizations: An Introduction

Fall. 3 credits. S. Han.

This is an introductory course in the study of organizations. We will start by taking a look at various examples of organizing, including a street gang in a Boston neighborhood, General von Moltke's Prussian army, a government agency, and an industrial corporation. These brief glimpses serve as exercises in looking behind and beyond diverse rhetoric for common patterns in organizational phenomena. We will consider these both from the inside and outside perspectives. The focus of the course is upon research scholarship, not the training of managers. Nonetheless, the analytical skills you will acquire are applicable to work in firms, government agencies, and nonprofit organizations.

**SOC 220 Culture and Conflict in Organizations**

Fall. 3 credits. P. Becker.

How do the organizations we belong to shape us? What is organizational identity and how does it come about? How do cultural beliefs shape organizations? What kinds of organizations strike us as legitimate and effective, and why? Organizations may be goal-directed problem-solvers, but they're also locations for storing and transmitting social facts, like the hierarchical relations among groups, and powerful ideas, including moral codes. Organizations may seem to evolve naturally, but are often shaped by internal conflicts or powerful outsiders. The first part of this course will examine theories of organizational culture and power; the second part will consist of case studies of organizations, businesses, religious denominations, little league teams, and social movement organizations.

**[SOC 222 Social Policy and Organization in Health, Education, and Welfare]**

Fall. 3 credits. Not offered 1996-97.

D. Strang.

Introduces the development of three central kinds of social policy: those concerned with delivering medical care, schooling the young, and providing resources for the economically vulnerable. The course treats the historical development of large-scale public programs, regulatory systems, or attempts to stimulate provide action; political struggles over social rights and the allocation of resources; and the organizations that are constructed to carry out policy. The focus is on American policy, but with considerable comparative attention to the health, education, and welfare programs of other nations.]

**SOC 230 Knowledge and Power**

Spring. 3 credits. D. Stark.

Modernity will be studied in this course by examining dual aspects of the rationalization of power 1) as attempts to bring ever-larger spheres of social action under rationalized control, and 2) as the production of rationalized justifications by which power is represented and legitimated. These processes will be examined in three historical settings: Frederick Winslow Taylor's schemes of "scientific management" at the turn of the century in the United States; the Leninist project of "scientific socialism" in Eastern Europe; and the International Monetary Fund's current project of "scientific capitalism" in contemporary post-socialist societies. Our century begins and ends with blueprints for making capitalism by design—but whereas Taylor's project was attempted in the micro-sphere at the level of the firm, current recipes attempt to shape entire national economies by making capitalism according to a plan.

**SOC 235 Paradoxes of Cooperation and Collective Action**

Fall. 4 credits. S. Kanazawa.

All theories of rational behavior predict that individuals will not voluntarily contribute to collective goods when they can receive the benefit without doing so; individuals will be freeriders unless they are somehow forced to contribute. Yet many examples of successful and seemingly voluntary collective action abound in natural settings. The same theories of rational behavior also largely overlook issues of self-image, identity, and commitment, yet most of us know how important these things are in our own behavior. How can we reconcile the theory with evidence?

We will focus on the paradoxes of cooperation and self-interest, rationality and commitment, self-image and self-enhancement.

**[SOC 245 Social Inequality]**

4 credits. Not offered 1996-97. E. Bell.

Why do some people have a great deal of money and influence while others have barely enough to eat? Some degree of inequality among individuals exists in all modern industrial societies, inequality that is related to class, race, gender, and other social characteristics. This course focuses on the social systems that generate this inequality. We will learn how to analyze and interpret the processes that generate social stratification, drawing on alternative theoretical viewpoints to aid in our understanding. Specific topics include class consciousness, class hierarchies, social mobility, income and poverty. Course structure will be a mixture of lectures and class discussion. Homework includes hands-on data analysis using computers. No prerequisites or experience necessary.]

**[SOC 250 Religion and Public Life]**

3 credits. Offered 1997-98. P. Becker.

This course explores how religion provides a basis for moral critique, political mobilization, and social identity in a modern society. The first part introduces basic issues—definitions of religion, the sociological approach to the study of religion, religion and modernity. In the main body of the course, we will read studies of specific religious groups and organizations in the contemporary United States—examining such questions as: "How does religion provide a basis for gender identity and gender norms?" "What do religious groups and discourses contribute to public debate on issues ranging from economic justice to abortion?" "How do religious leaders mobilize citizens for social action in their communities?"

**SOC 265 Latinos in the U.S. (also LSP 201)**

Spring. 3 credits (4-credit option available). H. Velez.

Exploration and analysis of the Hispanic experience in the United States. An examination of sociohistorical background and economic, psychological, and political factors that converge to shape a Latino group identity in the United States. Perspectives are suggested and developed for understanding Hispanic migrations, the plight of Latinos in urban and rural areas, and the unique problems faced by the diverse Latino groups. Groups studied include Mexican Americans, Dominicans, Cubans, and Puerto Ricans.

**[SOC 275 Women at Work (also Women's Studies 275)]**

3 credits. Not offered 1996-97. E. Bell.

Women have always contributed their labor to production and reproduction. With industrial development and the movement of market production out of the home and into the public sphere, however, women's work was relegated to the private sphere of the family. Recently this has changed as women seek employment outside the home. We will examine women's position and the role women play in the labor force, looking at data from both developed and developing societies. Specific topics will include sex differences in pay and sex segregation in the labor force, theoretical explanations from rational choice to Marxist feminism, the relationship between women's paid and

unpaid labor, and the role of the state and government policy.]

**SOC 283 Groups and Relationships**

Spring. 3 credits. S. Kanazawa.

We will tackle the mysteries of human behavior and pursue a single question throughout this course: Why do human beings behave the way they do? We will first discuss several celebrated examples of seemingly unusual and bizarre behavior and then try to explain these with the help of selected social psychological theories: behaviorism, attribution theory, exchange theory and game theory. The emphasis will be on the application of the theories to explain empirical examples of human behavior.

**[SOC 290 Social Psychology of Interpersonal Relations]**

3 credits. Offered 1997-98. H. A. Walker.

The focus of this course is on the relationship between the individual and the social group. It will examine the way in which the individual shapes "society," and in turn, how society influences individual behavior. Topics include formation of self, influence and conformity, and the emergence of racial and gender differences in status and power.]

**Methods and Statistics Courses**

**SOC 301 Evaluating Statistical Evidence**

Fall. 3 credits. R. L. Breiger.

A first course in statistical evidence in the social sciences, with emphasis on statistical inference and multiple regression models. Theory is supplemented with numerous applications.

**SOC 303 Design and Measurement**

Spring. 4 credits. Prerequisite: a course in sociology. D. P. Hayes.

Foundations of sociological analysis; issues arising from using humans as data sources; the quality of our primary data; methods of its collection; research designs in wide use and their limitations; pragmatic considerations in doing research on humans, organizations, communities, and nations.

**Intermediate Courses**

**SOC 313 Social Networks and Social Structure (also SOC 513)**

Spring. 4 credits. R. L. Breiger.

A critical survey of theories and techniques of structural analysis in sociology, centering on the usefulness of social network analysis in providing integration of studies at different levels of generality. Applications in the areas of the sociology of organizations, community studies, social stratification, and dependence relations among nations. Emphasis on the mutual relevance of theories and operational research procedures.

**[SOC 315 Business Organization for the 1990s]**

4 credits. Not offered 1996-97. D. Strang.

In the last two decades, American business organizations have undergone a revolution in form and process. Corporate downsizing has changed the face of American management, and altered white-collar career paths. Large bureaucratic organizations are giving way to smaller firms that develop complex relations with each other rather than building from within. Japanese organizational styles and organizational reform strategies like Total Quality Management have become the buzzwords of the 1980s and 1990s. This

course discusses the new forms of business organization (and their manifestation in other domains, such as education and healthcare) that mark a crucial shift in the world of work and the way it shapes people's lives.]

**SOC 326 Social Policy (also SOC 526)**

Spring. 4 credits. S. B. Caldwell.

The dramatic growth of the policy research sector as an institutional and intellectual force signals a changing relationship of social science to social policy in the United States. With an eye on that relationship, this course examines the development of social policy in selected areas, among them welfare, poverty, housing, crime, and health. The policy research sector itself—people, values, and institutions—is also surveyed.

**[SOC 340 Health, Behavior, and Health Policy]**

3 credits. Not offered 1996-97.

S. B. Caldwell.

This course examines the social contexts of physical and mental health, illness and medical care; its purpose is to explore the contributions of social science to health promotion and health policy. Topic areas include: social context of health, disease and illness; social organization of health services; use of health services; effectiveness of health service use; health promotion and disease prevention; and national health care policies.]

**[SOC 345 Gender Inequality]**

3 credits. Not offered 1996-97. E. Bell.

Gender inequality in contemporary perspective; emphasis on social origins of gender categories and implications of gender status for collective and individual behavior. Topics include inequalities in interpersonal relations, the family and work organizations, and implications of gender inequality for family violence, sexual harassment, and rape.]

**[SOC 350 Comparative Revolutions]**

Not offered 1996-97.

For description, see GOVT 350.]

**[SOC 354 Law and the Social Order]**

3 credits. Offered 1997-98. R. L. Breiger.

In what ways, if any, do laws and legal institutions make a difference to people who have disputes? How did lawyering come to be a modern profession? How do business organizations deal with legal ambiguity in constructing symbols of compliance with laws? How do networks of interpretive communities structure the authority of law? By exploring selected topics such as these, we seek to understand the distinctive contributions of sociology to the study of law and the social order.]

**SOC 358 Modes of Institutional Analysis (also SOC 558)**

Fall. 3 credits. D. Strang.

Much social theory treats individual behavior as occurring within and shaped by "institutions." For example, discussions of American health care policy emphasize not only the preferences of physicians, businesses, and consumers, but also the institutional structure of American government that provides multiple veto points and makes broad cross-class coalitions difficult to build. This course will examine the main types of institutional analysis active in contemporary social science, including sociological accounts of institutions as cultural rules, political accounts of institutions as decision-making systems, and economic accounts of institutions as decision-making systems, and economic accounts of

institutions as choice-theoretic equilibria.

These approaches will be examined via the discussion of classic problems such as the bases of collective action, the construction of the rationalized actor, the diffusion of new models of appropriate behavior, and the explanation of cross-societal differences in national policies.

**SOC 370 Different Walks of Life: Sociology of Careers**

Spring. 4 credits. S. Han.

By examining various career paths, we will consider the implications of career as a continuous process or as a sequence of positions. We will explore the differences and similarities among different career paths and lay out the patterns and structures of the career formation from a sociological point of view. We will also discuss the settings in which the career development takes place, giving some comparative attention to the ways of organizing careers in other societies.

**SOC 380 Gender, Ideology, and Culture**

Spring. 4 credits. P. Becker.

This course will explore representations of women in popular culture, including images, narratives, and religious practices. We will examine the relationship between popular culture and ideology, and look at how women "read" popular culture. The aim of the course is to enable students to think critically and analyze the effects of ideological representations of difference on personal identity construction, status, and power relationships. Readings are drawn mostly from sociology of culture and cultural studies; most texts deal with popular culture and gender in the 19th- and 20th-century United States.

**[SOC 393 Introduction to Peace Studies]**

Not offered 1996-97.

For description, see GOVT 393.]

**Advanced Courses**

The following courses are intended for advanced undergraduates with substantial preparation as well as for graduate students in sociology and related disciplines. The normal prerequisite for all 400-level courses is one introductory course plus 301 (or an equivalent statistics course). Students who are not sure whether their background is sufficient for a particular course should consult the professor in charge.

**SOC 410 Comparative Societal Analysis (also SOC 510)**

Fall. 4 credits. D. Stark.

This course examines contending analytic strategies for comparing institutions (and institutional configurations) across societies and social systems. How, for example, does the institutional analysis of the socialist economy contribute to our understanding of the specificities of modern capitalism? Special emphasis will be given to comparing transitions from state socialism (in Eastern Europe and elsewhere) with transitions from authoritarianism in Latin America and Southern Europe.

**SOC 429 Culture and Agency (also SOC 529)**

Spring. 3 credits. P. Becker.

This course will look at the development of sociological theory on questions of culture and agency. Starting with various reflection or materialist approaches to culture that decenter agency, we will then follow the development of theories that explicitly link culture to actors

and events in an attempt to account for both social reproduction and social change. The readings will cover a broad time span and a variety of intellectual approaches, including critical theory and cultural studies, but will center on the sociology of culture.

**SOC 434 The Sociology of Reproduction (also Women's Studies 435)**

Spring. 4 credits. E. Bell.

Women's biological potential to bear children and their childbearing experiences are socially constructed. The social context of women's reproductive capacity is one area in which women themselves are socially defined, and therefore within this realm exists the potential to control women through the control of reproduction and childbirth. We will examine the social construction and control of reproduction using both empirical findings and theoretical arguments. Specific topics include: historical trends in fertility; the medicalization and medical control of conception and childbirth; biological versus social definitions of women as mothers; the role of state policy; and theoretical explanations of reproduction and gender stratification.

**[SOC 438 Immigration and Ethnic Identity]**

4 credits. Offered 1997-98. V. G. Nee.

Immigration has been a central process in the peopling of American society. The early immigration to the United States involved primarily the migration and settlement of European national groups. Since 1965, the mix of immigration has shifted to include increasing diversity of ethnic groups, especially from Latin America and Asia. As American society moves into an era of increasing ethnic diversity, the issue of ethnic boundaries and identity become increasingly complex and problematic. This course seeks to examine the causes of international migration, the dynamics of immigrant incorporation into American society, and the making of new ethnic groups and identities.]

**SOC 439 Philosophy of Social Sciences (also SOC 539)**

Spring. 4 credits. S. Kanazawa.

In this course, we will discuss issues related to science. We will first survey different approaches to science (positivism, realism, conventionalism, instrumentalism, pragmatism, and relativism), and then discuss questions such as: What is the purpose of science? What is the difference between science and engineering? Are there any differences between natural sciences and social sciences? What is theory? How do we evaluate theory? What is the relationship between theory and experiment? Do theories have to be realistic? How can we construct true theories from unrealistic assumptions? What is the difference between methodological individualism and methodological holism? What is the future of general theories in social sciences? Can one theory explain all human behavior at all times? Can social sciences ever be as good as natural sciences? This course will be ideal for graduate students in all fields of natural and social sciences, and advanced undergraduate students who plan to go on to graduate school in natural or social sciences.

**[SOC 444 Contemporary Research in Social Stratification]**

Fall. 4 credits. Offered 1997-98.

R. L. Breiger.

Stratification and mobility as paired concepts, requiring mutual articulation. The interplay of



structure (occupational groups, labor markets, organizational demographics, social classes) and process (tracking, career trajectories, socioeconomic attainment). Recently formulated log-linear models of mobility and structure provide a central focus of the course.]

#### **SOC 491 Independent Study**

Fall or spring. 1-4 credits. For undergraduates who wish to obtain research experience or to do extensive reading on a special topic. Permission to enroll for independent study will be granted only to students who present an acceptable prospectus and secure agreement of a faculty member to serve as supervisor for the project throughout the term. Graduate students should enroll in 891-892.

#### **SOC 495 Honors Research**

Fall or spring. 4 credits. Limited to sociology majors in their senior year. Prerequisite: permission of instructor.

#### **SOC 496 Honors Thesis: Senior Year**

Fall or spring. 4 credits. Prerequisite: Sociology 495.

#### **SOC 497 Social Relations Seminar (also Anthropology 495)**

Spring. 4 credits. Limited to seniors majoring in social relations.

### **Graduate Core Courses**

These courses are primarily for graduate students in sociology but may be taken by other graduate students with permission of the instructor. Graduate students in sociology will normally take each of the five courses listed below, but with the concurrence of their special committees other arrangements may be made.

#### **SOC 501 Basic Problems in Sociology I**

Fall. 4 credits. R. L. Breiger. Analysis of theory shaping current sociological research. Examination of several central problems in sociological inquiry provides an occasion for understanding tensions and continuities between classical and contemporary approaches, for indicating the prospects for unifying microsociological and macrosociological orientations, and for developing a critical appreciation of efforts to integrate theory and research.

#### **SOC 502 Basic Problems in Sociology II**

Spring. 4 credits. H. A. Walker. Continuation of Sociology 501. Emphasis is on the logical analysis of theoretical perspectives, theories, and theoretical research programs shaping current sociological research. The course includes an introduction to basic concepts used in the logical analysis of theories and examines their application to specific theories and theoretical research programs. Strategies include functionalism, social exchange, and interactionism.

#### **SOC 505 Research Methods I: Logic of Social Inference**

Fall. 4 credits. Prerequisite: a first course in statistics and probability. E. Bell. This course is an introduction to techniques of social inference. We will cover research methods, sources of evidence, model design, and questions of empirical validity.

#### **SOC 506 Research Methods in Sociology II**

Spring. 4 credits. Prerequisite: Sociology 505 or equivalent. S. Han.

A survey of methods for analyzing sociological data, including measurement error models, confirmatory factor analysis, panel models, and general structural equation methods. Readings from the sociological research literature will illustrate various methods. Periodic assignments on micro and mainframe computers will integrate theory, method, and data.]

#### **SOC 507 Research Methods in Sociology III**

Fall. 4 credits. Prerequisite: Sociology 506. S. B. Caldwell. Models and methods for the analysis of social dynamics. The course presents discrete-time methods for the analysis of time series and longitudinal data.

### **Graduate Seminars**

These seminars are primarily for graduate students but may be taken by qualified advanced undergraduates who have permission of the instructor. Which seminars are to be offered any term is determined in part by the interests of the students, but it is unlikely that any seminar will be offered more frequently than every other year. The list below indicates seminars that are likely to be offered, but others may be added and some may be deleted. Students should check with the department before each term.

#### **[SOC 508 Qualitative Methods**

4 credits. Offered 1997-98. P. Becker. This introductory graduate course will cover a range of qualitative methods, from fieldwork to cultural/interpretative methods. The course is designed to give students an introduction to a range of methods and techniques. Students will be required to engage in an ongoing research project on which they will report periodically throughout the course of the semester, in class discussions and in short papers that concentrate on solving concrete research problems.]

#### **SOC 510 Comparative Societal Analysis (also SOC 410)**

Fall. 4 credits. D. Stark. For description, see SOC 410.

#### **SOC 513 Social Networks and Social Structure (also SOC 313)**

4 credits. R. L. Breiger.

#### **[SOC 524 Rational Choice Theory**

4 credits. Offered 1997-98. S. Kanazawa. Rational choice perspective has gained popularity in all social sciences. The main focus in this course will be sociological rational choice, although we will discuss the work of economists, political scientists, psychologists, and others where relevant. We will first discuss the foundations of rational choice as a macro-sociological perspective, and emphasize the deductive derivation of various rational choice theories from this perspective. We will discuss the pioneering work of Coleman Hechter and Willer as well as the more recent work by Heckathorn, Macy, Jasso, and others. We may have some guest speakers to talk about their current research.]

#### **SOC 526 Social Policy (also SOC 326)**

Spring. 4 credits. S. B. Caldwell.

#### **SOC 529 Culture and Agency (also SOC 429)**

Spring. 4 credits. P. Becker. For description, see SOC 429.

#### **[SOC 530 Social Organization of Economic Action**

4 credits. Offered 1997-98. S. Han. The issue of organizational boundary has been a central concern for both organizational sociology and economic sociology. The seminar approaches the issue, although it covers many other relevant literatures, mainly by playing two lines of argument against each other: transaction cost economics and transfer pricing problem. Meta-analytic techniques are also introduced, which are to be used for the final team project reviewing the empirical research on vertical integration.]

#### **SOC 539 Philosophy of Social Sciences (also SOC 439)**

Spring. 4 credits. S. Kanazawa. For course description, see SOC 439.

#### **SOC 558 Modes of Institutional Analysis (also SOC 358)**

Fall. 4 credits. D. Strang.

#### **[SOC 565 Experimental Method in Social Sciences**

4 credits. Not offered 1996-97. S. Kanazawa.

We will discuss laboratory experiments, not as a mere psychological research method to study human behavior, but as a means of testing scientific theories of micro (individuals), meso (groups and organizations), and macro (societal phenomena). The emphasis will be on the philosophical foundations and justifications for laboratory experiments (including the issues of internal and external validity, and artificiality and realism) rather than the detailed how-to instructions or statistical techniques of data analysis. We will read actual experimental studies, representing various designs, and discuss some ethical and other concerns in conducting laboratory experiments with human subjects.]

#### **SOC 583 Transitions to Market Economies in Eastern Europe (also Management NRE 583)**

Spring. 4 credits. D. Stark. This course examines the problems and prospects of transitions to markets in Eastern Europe. It introduces concepts for understanding the state socialist economy that is being transformed and analyzes important political developments since 1988. Topics include privatization, joint ventures, new capital markets, entrepreneurship, and labor relations in these changing economies.

#### **SOC 591 Special Seminars in Sociology**

Fall and spring. 2-4 credits. These graduate seminars will be offered irregularly. Topics, credit, and instructors will vary from semester to semester. Students should look at the sociology department bulletin board at the beginning of each semester for possible offerings.

#### **SOC 606-607 Sociology Colloquium**

Fall and spring. No credit. Required of all sociology graduate students.

A series of talks representative of current research interests in sociology, given by distinguished visitors and faculty members.

#### **SOC 608 Proseminar in Sociology**

Fall. One credit. Enrollment restricted to first-semester sociology graduate students. Discussions on the current state of sociology and on the research interests of the members of the field, given by members of the field.

**SOC 660 Social Movements**

For description, see GOVT 660.

**[SOC 683 Social Interaction (also Psychology 683)]**

4 credits. Not offered 1996-97.

D. P. Hayes.

Seminar: topic to be announced.]

**SOC 891-892 Graduate Research**

891, fall; 892, spring. Up to 4 credits each term, to be arranged. Prerequisite: graduate status and permission of a faculty member willing to supervise the project.

**SOC 895-896 Thesis Research**

895, fall; 896, spring. Up to 6 credits each term, to be arranged. Prerequisite: permission of thesis director.

**Related Courses**

HDFS 655 Age and the Life Course P. Moen.

ILROB 325 Organizations and Social Inequality P. Tolbert.

ILROB 421 Regulating the Corporation R. Stern.

ILROB 425 Sociology of Industrial Conflict R. Stern.

ILROB 427 Professions: Organization and Control P. Tolbert.

ILROB 470 Group Processes E. Lawler.

ILROB 521 Macro Organizational Behavior and Analysis Staff.

ILROB 625 Conflict, Power, and Negotiation E. Lawler.

ILROB 722 Advanced Macro Organizational Behavior Staff.

**SPANISH LANGUAGE**

See Modern Languages under Languages and Linguistics.

**SPANISH LITERATURE**

See Department of Romance Studies.

**SWAHILI**

See Africana Studies and Research Center.

**SWEDISH**

See Modern Languages under Languages and Linguistics.

**TAGALOG**

See Modern Languages under Languages and Linguistics.

**TAMIL**

See Modern Languages under Languages and Linguistics.

**THAI**

See Modern Languages under Languages and Linguistics.

**THEATRE, FILM & DANCE**

D. Bathrick, chair; R. Archer, S. Brookhouse, J. Chu, S. Cole, M. Dewey, D. Feldshuh, A. Fogelsanger, D. Fredericksen, J. E. Gainor, K. Goetz, K. Grant, D. Hall, C. Hatcher, E. Intemann, J. Johnson, J. Kovar, B. Levitt, P. Lillard, J. Morgenroth, C. Orr Brookhouse, M. Rivchin, J. Self, B. Suber, A. Van Dyke and R. Wilson

Through its courses and production laboratories, the department provides students with a wide range of opportunities in theatre, film, and dance. It offers a theatre arts major with concentration in theatre or film and a major in dance. These majors educate students in accordance with the general liberal arts ethic of the college. The programs in dance and film and the advanced undergraduate theatre program give some measure of professional preparation in those arts as well. The department encourages academic and studio participation by students from all disciplines and also provides the Cornell community with an opportunity to take part in its productions on an extracurricular basis.

**Theatre Arts Major****Theatre Concentration**

The theatre concentration offers studies in the history of theatre, dramatic theory and criticism, playwriting, acting, directing, design/technology, and stage management. Students interested in the Theatre Arts major should consult with Alison Van Dyke (Director of Undergraduate Studies, Theatre Arts).

**Course requirements for theatre concentration:**

	Credits
1) <b>THETR 240</b> and <b>THETR 241</b> (two-semester introduction to theatre)	8
<b>THETR 250</b> Introduction to Theatre Design and Technology	4
<b>THETR 280</b> Introduction to Acting	3
2) Four laboratory courses distributed as follows:	Credits
<b>THETR 151</b> Production Lab I	1-3
<b>THETR 153, THETR 253, or THETR 353</b> Stage Management Lab I, II, or III	1-3
<b>THETR 155</b> Rehearsal and Performance or <b>THETR 151</b> in a different area	1-3
<b>THETR 251</b> or <b>THETR 351</b> Production Lab II or III	1-4
3) Four courses in the area of <b>Theatre Studies</b> (see Theatre Studies section of theatre courses) chosen in the following manner:	
one course must be at 300 level	
one course must be at 400 level	
two additional courses at the 300 or above level	
one of the four courses must be pre-twentieth century.	

- 4) Three courses (at least 9 credits) in other Theatre Arts courses chosen in consultation with the faculty advisor. Course taken to qualify for admission to the Advanced Undergraduate Theatre Program (described below) may also be used to fulfill this requirement.
- 5) Courses in which a student receives a grade below "C" cannot be used to fulfill the requirements for a Theatre Arts major.

**The Advanced Undergraduate Theatre Program**

The department offers advanced study in acting, directing, playwriting, design/technology, and stage management to students who qualify on the basis of outstanding achievement in course work. Criteria for admission to the AUTP is by the completion of the appropriate "track" of courses or equivalent experience and invitation of the faculty. Approval process will include a portfolio review and/or interview. The program provides students with intensive study in theatre as well as the opportunity to collaborate with professional faculty and guest artists. Department productions will be chosen to offer a unique experience to the individual student selected for the program. (For specific requirements please see listing of courses at end of department listings.)

**Film**

The study of film began in this department in the 1930s and continues to be based here. In the interim years, however, it has also spread into a significant number of other departments in the college: Africana studies, anthropology, Asian studies, comparative literature, English, German studies, history, psychology, and romance studies. This proliferation of courses has been accompanied by a comparable proliferation of perspectives and faculty concerns, e.g., the relationship of national cinemas to national literatures and specific cultures, film's relationships to myth and ideology, the use of film as historical evidence, film's efficacy as a rhetorical medium, and film's contribution to perennial issues in aesthetics, the history of the arts, and studies in cognition. In addition, courses in film production and the history and theory of film as an art are centered in this department.

This richness of courses and perspectives is matched by the ways in which students may make film the focus of their undergraduate studies. The four ways currently being used are as follows: 1) concentrating on film within a Theatre Arts major; 2) constructing an individually tailored Independent Major in film (including the possibility of placing film in tandem with another medium or discipline); 3) focusing on film as a College Scholar; and 4) concentrating in Visual Studies. Students interested in option 4 should consult Marilyn Rivchin (Theatre Arts) and/or Robert Ascher (Anthropology). Students interested in options 2 or 3 should consult Don Fredericksen (Theatre Arts) and Lynne Abel (director, College Scholar and Independent Major programs). Students interested in the first option should consult Don Fredericksen (director, Film Studies, Theatre Arts).

**Film Concentration Requirements**

The department's film concentration requires a total of 50 credits in film and related courses. Students should note that a number of film

courses—including two required “core” courses: Theatre Arts 375 and 376—are offered in alternating years, during the fall semester. This means that *students cannot fulfill the requirements for the major in less than two years*, and that they should plan accordingly, in consultation with their major adviser. In particular, students must plan to be in residence at Cornell during *both* their junior and senior year fall semesters. Within the “core” required courses, Theatre Arts 274, Introduction to Film Analysis, should be taken during the sophomore year.

Majors wishing to utilize the production courses in a substantial manner must plan carefully and work within certain limits. These courses are: Theatre Arts 277, 377, 383, 413, 477, 493 and 653. Enrollment in each of these courses is limited by the nature of the work and by facilities. Enrollment in Theatre Arts 477 and 493 depends upon the quality of previous work in Theatre Arts 277, 377, 383 and/or 413; enrollment is not guaranteed. Majors *without* a strong interest in production can complete the production requirement with one course: Theatre Arts 277. Majors *with* a strong interest in production should begin instead with Theatre Arts 377, after they have taken Theatre Arts 274 in their sophomore year. The total credits in production courses cannot exceed twenty hours; this limit is strictly enforced.

1. A core of *four* film courses:

**THETR 274** Introduction to Film Analysis 4

**THETR 375** History and Theory of Commercial Narrative Film (offered alternate fall semesters) 4

**THETR 376** History and Theory of Documentary and Experimental Film (offered alternate fall semesters) 4

**THETR 277** Video Production I (offered alternate years, and summers) 3  
OR

**THETR 377** Fundamentals of 16mm Filmmaking 4

2. One of the following theatre courses:

**THETR 250** Fundamentals of Theatre Design/Technology 4

**THETR 280** Introduction to Acting 3

**THETR 398** Directing I (prerequisite THETR 280) 3

3. *Four* courses (15–16 credits) in film offered by Theatre Arts as below, or by other departments (with consent of adviser):

**THETR 290** Filming Other Cultures 3

**THETR 313** Japanese and Asian Film 4

**THETR 378** Soviet Film of 20s and French Film of 60s (offered alternate spring semesters) 4

**THETR 379** Documentary Film from 1945 to present (offered alternate spring semesters) 4

**THETR 383** Screenwriting 4

**THETR 395** Video: Art, Theory, Politics 4

**THETR 396** German Film (offered occasionally) 4

**SPANL 399** Spanish Film (requires fluency in Spanish) 4

**THETR 413** Film and Performance 4

**AS&RC 435** African Cinema 4

**THETR 475** Seminar in the Cinema I (offered alternate spring semesters) 4

**THETR 476** Seminar in the Cinema II (offered alternate spring semesters) 4

**THETR 477** Intermediate Film and Video Projects 4

**THETR 493** Advanced Film and Video Projects 4

**THETR 653** Myth onto Film 4

- 4) 15 credits of related coursework inside or outside of Theatre Arts (as approved by adviser). The courses chosen to fulfill this requirement should reinforce the student's particular interest in film, and will not necessarily be film courses per se. For example, a student interested in the psychology of film, or in ethnographic film, or in film vis-a-vis intellectual or social history, will be encouraged to choose “related course work” accordingly.
- 5) With a grade of less than C, a course cannot be used toward the concentration.
- 6) Course work in production cannot exceed twenty credit hours.

### Honors

Students who have at the end of their junior year a GPA above 3.4 in their film concentration courses and an overall GPA above 3.0 may elect to work for honors in film during their senior year. They should consult their adviser on this matter during the spring of their junior year. Theses may be undertaken in film analysis, filmmaking and screenwriting.

### The Advanced Undergraduate Film Program

The department offers advanced study in filmmaking to students who qualify on the basis of outstanding achievement in film studies and film production courses. Acceptance to the AUPF and admission to the advanced film production course (THETR 493) will be determined by a committee of film faculty in December of each year, based on applications from students who have a proposal (script or treatment) for a film or video project. Up to four of these students will also be selected to receive the Melville Shavelson Award to help fund their advanced film projects.

### Film Study Abroad

The College of Arts and Sciences, through this department and in consort with a number of other colleges and universities, offers up to a full year of study at the Inter-University Center for Film and Critical Studies in Paris, France. The center's program is theoretical, critical, and historical. It is most useful to students pursuing a major in film studies and serves as an intensive supplement to their Cornell film courses. Fluency in French is required, and Theatre Arts 274 and 375 are prerequisites. Inquiries should be addressed to Professor Fredericksen, Cornell's liaison with the center.

### The Dance Program

The dance program offers courses in dance technique, improvisation, composition,

performance, anatomical analysis of movement, and the history, theory, and criticism of dance. Technique courses include modern dance at four levels and ballet at three levels. Other dance forms, such as tap, historical dances, Japanese Noh, Indian, Javanese, and African dance are offered on a rotating basis. Courses in jazz and ballroom dance, taken through the Physical Education program, supplement these offerings. Technique classes develop strength, flexibility, coordination, and the ability to perceive and reproduce phrases of dance movement with clarity of rhythm, body design, and expression. The more advanced courses require the ability to perform complex phrases in various styles. Students may earn up to eight academic credits (one each semester) in technique classes. Students may also satisfy the physical education requirement by taking dance technique classes in the dance program. The schedule for all dance technique classes is available in the main office of the Center for Theatre Arts. Registration for technique classes takes place in Teagle Hall. Students taking technique for academic credit must also register through their own colleges.

The faculty offer rehearsal and performance workshops in which they choreograph and rehearse original dances, performed in public concert. Admission to rehearsal and performance classes is by audition. Students may receive one academic credit (S-U grades only) when performing in student-faculty concerts by registering for THETR 155.

### The Dance Major

To be admitted to the major, students must have completed two technique courses in modern dance or ballet at level II or above, Theatre Arts 233 or 305 (Explorations in Movement and Performance) and Theatre Arts 210 (Beginning Dance Composition and Music Resources). It is also recommended that Theatre Arts 201 (Dance Improvisation), Theatre Arts 250 (Fundamentals of Theatre Design and Technology) and Music 105 (Introduction to Music Theory) be taken before the junior year. The following requirements are expected of the major.

### Prerequisites for the Major:

**THETR 210** Beginning Dance Composition and Music Resources

**THETR 233 or 305** Explorations in Movement and Performance

Two technique courses in modern dance or ballet at level II or above

### Requirements for the Major: Credits

**Music 105** Introduction to Music Theory (or substitute at the appropriate level) 3

**ONE** course in historical dance, tap, jazz, a non-western form, folk dance, or ballroom dance 0–3

**TWO** semesters each of ballet and modern dance (in addition to the prerequisite) 4

**THETR 155** Rehearsal and Performance 1

**THETR 201** Dance Improvisation 3

**THETR 250** Fundamentals of Design and Technology 4

**THETR 310–311** Intermediate Dance Composition 8

<b>THETR 312</b> Physical Analysis of Movement	3
<b>THETR 314-315</b> Western Dance History	8
<b>THETR 410</b> Advanced Dance Composition	4
<b>THETR 418</b> Seminar in History of Dance (or other 400-level academic dance course)	4
<b>THETR 491</b> Senior Project	4
Total	46-49

Students will be expected to perform in at least two concerts and to present at least two of their own dances, in addition to the senior project.

### Department Courses:

See individual sections for: Freshman Writing Seminars; General Survey Courses; Theatre Studies; Acting; Directing; Playwriting; Design; Technology; Stage Management; Independent Study, Internships and Honors; Film; Dance.

### FRESHMAN WRITING SEMINARS

#### **THETR 120 The Wild Ones: Rebellious Youth on Stage**

Spring. 3 credits. R. Bechtel.

Throughout history, in many of the world's most controversial dramatic texts, playwrights have thrust young heroes and antiheroes center stage. The scenes of rebellion and rebirth enacted in the theatre have often reflected similar upheavals in the society and culture of the time. This course will approach such plays and films as *Natural Born Killers*, *Oleanna*, *Spring Awakening*, and *Hamlet* as fractious cultural critiques, narratives of both rebellious youth and rebellious dramatists. Some of the contemporary cultural issues the course will explore through the plays are political correctness, violence in the media, and multiculturalism. Writing assignments will include play analyses, film reviews, and a short dramatic scene.

#### **THETR 135 Blood, Horror and Revenge in Dramatic Representation**

Fall. 3 credits. L. Shafer.

Why is it that the bloody and fantastic revenge tragedy became the most popular form of dramatic entertainment at the precise moment when the most definitive prohibitions against personal revenge were made law in Elizabethan England? In this course we will look at both Elizabethan revenge tragedies such as Shakespeare's *Hamlet* and contemporary films about revenge such as Stephen King's *Carrie* to help us better understand what the blood and gore we love to watch has to do with the relationship between the individual and the state. Further, we will explore how that very delight and engagement in disgusting spectacles shapes and paradoxically mirrors our engagement in and coercion by forms of the political itself. Investigations which begin with questions of representation and seeing which take into account cultural phenomena such as revenge tragedy, legal regulations of vengeance, and the mechanics of creating and regulating "violence" on the screen will help us to access theories of theatre and cultural politics as well as more formal questions about theatrical and literary form.

#### **THETR 145 "Shall We Dance?": A History of the Stage and Film Musical**

Fall and spring. 3 credits. Occasional screenings, W 7-9 pm. M. Gay.

From Busby Berkeley to *Cats*, there is no genre we love (or love to hate) more than the musical. Tracing its history on film and on stage throughout the 20th century, from the earliest sound films to the multi-million dollar, hi-tech world of Andrew Lloyd Weber, we will consider issues such as adaptation (novel-to-stage, stage-to-film), the use of technology and the role of spectacle (including recent innovations), and the ways America has seen itself reflected in this genre; trying to answer the question of what it is that has made the musical so enduring. In addition, we will reconsider the musical through the use of race and gender studies, linking issues such as early representations of African Americans and Asians on film to the recent controversies over *Showboat* and *Miss Saigon*, and use close readings of film and video to examine the portrayal of gender throughout the century, considering what 'gender' has meant to creators of musicals, and how sexuality is mediated through dance and song (from pas de deux to sailors on the town). While most of our emphasis will be on film and video screenings, we will also draw on supporting historical and theoretical material.

#### **THETR 165 Theatre Behind Bars**

Fall and spring. 3 credits. M. Mitchell.

The United States has the highest per capita imprisonment rate in the world with over four million people on probation, parole, in jail or in prison. This course will discuss the ethical, cultural and political aspects of imprisonment today through the lens of theatre by and about the imprisoned, especially contemporary works. We will examine issues of race, gender, and politics as they affect the prison. If possible, a direct link with prisoners studying theatre will be maintained through an exchange of correspondence and videotaped performance. Recent inmates may be guest speakers. The class will take a workshop approach to all writing assignments.

#### **THETR 175 Make 'Em Laugh**

Fall and spring. 3 credits. P. Reynolds.

The field of American popular entertainment, encompassing such forms as circus, vaudeville, theme parks and professional sport, has recently become the focus of much scholarly attention. This course will examine the various forms in their historical context in an effort to divine the manner in which they operate, examine the reasons for their initial success (and often subsequent failure) and determine their effect upon and within American popular culture. Special attention will be paid to modern forms of popular entertainment (e.g., Disneyland, raves)

#### **THETR 185 Film, Fantasy, and the Bard**

Fall. 3 credits. E. Intemann.

Today's popular literature and film are often inspired by historical literary sources, and Shakespeare's plays are especially rich in finding their way into current works. This course will examine Shakespeare, as realized in various forms of today's film and popular literature. The class will explore *King Lear* and *A Midsummer Night's Dream* as envisioned by Shakespeare and as reinterpreted in the modern film and fantasy literature genres. Although the writing assignments will be primarily critical essays, students will be given the opportunity to write

some fiction. Issues discussed might include how content relates to form, be it literary or dramatic; how our modern sensibility affects our perception of the work; how themes are emphasized or de-emphasized depending on the historical and cultural biases of the audience; and how the liberties that Shakespeare may have taken with his source material compare to those taken currently with his works.

#### **THETR 195 Bodies in Motion**

Spring. 3 credits. J. Morgenroth.

Contexts as disparate as dance, mountain climbing, and basketball reveal a combination of sweaty exertion and surpassing grace. Through reading descriptions of dancers and athletes, explorers who have experienced physical hardship, bikers and hikers, planters and builders, as well as through observations of dancing, athletic events, and people moving in their daily lives, students will sharpen their powers of observing the body in action. Frequent, short writing assignments will give students the opportunity to recreate the vitality of movement in their own writing.

### GENERAL SURVEY COURSES

#### **THETR 230 Creating Theatre**

Spring. 3 credits. K. Goetz and faculty.

An introduction to the collaborative art of theatrical production. Students will examine the creation of theatre onstage and backstage through lectures, demonstrations, discussions with various faculty and staff at the Center for Theatre Arts, and by attending department productions. Exposure to the various elements of theatre production will help students gain a new critical perspective of the performing arts. Some writing is required.

#### **THETR 301 Mind and Memory: Explorations of Creativity in the Arts and Sciences (also English 301)**

Spring. 4 credits. Limited to 40 students.

For description, see English 301.

#### **[THETR 430 Introduction to Theatre Management**

Spring. 4 credits. Limited to 15 students.

Not offered 1996-97. J. E. Gainor.

This class is designed to introduce students to the profession of theatre management. The class will be a project-oriented study of components of the field, such as marketing, fundraising, contracts, organizational structures, personnel management, accounting, and box office. The class will use the work of the Center for Theatre Arts as a case study, and faculty and staff of the Department of Theatre Arts will lead sessions on the various topic areas.]

#### **THETR 445 Text Analysis for Production: How to Get from the Text onto the Stage**

Fall. 4 credits. Prerequisite: THETR 240

OR THETR 281 OR THETR 250 OR

THETR 398, and permission of instructor.

Limited to 15 students. B. Levitt.

This course looks at the play as the central, essential source for production decisions made by the actor, the director, the designer and the dramaturg. Students will begin with playwrights such as Shakespeare, Chekhov, Williams, Pinter and Durrenmatt, then move to works by unknown, contemporary authors for which no critical/historical material exists. Students will "present" their conclusions about the performance of the texts through project work as either an actor, director, designer or



dramaturg, as well as through two to three papers.

## THEATRE STUDIES COURSES

### THETR 223 The Comic Theater (also Comparative Literature 223 and Classics 223) #

Summer. 3 credits. J. Rusten.  
For description, see Classics 223.

### THETR 240 Introduction to Western Theatre I #

Fall. 4 credits. K. Burroughs.  
A survey of the major developments in the theatre—playwriting, acting, staging, architecture, and dramaturgy—in classical Greece and Rome, medieval and Renaissance Europe. Representative plays will be read and discussed in their theatrical context.

### THETR 241 Introduction to Western Theatre II #

Spring. 4 credits. K. Burroughs.  
A survey of the major developments in the theatre—playwriting, acting, staging, architecture, and dramaturgy—since 1642. Among the areas considered will be French Neoclassicism, the English Restoration, the eighteenth and nineteenth centuries in England, France, and Germany and the modern international stage. Representative plays will be read and discussed in their theatrical context.

### THETR 330 The Comedy of Neil Simon (also English 324)

Summer. 3 credits. J. E. Gainor.  
With a career spanning more than three decades, Neil Simon is both the most prolific and most successful American dramatist of all time. Ironically, his writing is virtually ignored by theatre scholars. This class will explore Simon's playwriting and the filmic adaptations of his plays, with an eye to their dramaturgy as well as to their status as products of late-twentieth-century American culture. This class will include required film screenings, schedule to be determined.

### THETR 322 Russian Drama and Theatre (also Russian Literature 332)

Fall. 4 credits. S. Senderovich.  
See Russian Literature 322 for description.

### [THETR 331 The Classical Theatre (also Comparative Literature 331) #

4 credits. Prerequisite: THETR 240 or permission of instructor. Not offered 1996–97. Staff.  
This course will look at the major developments in Classical Greek and Roman theatre as well as possible assessments in the light of contemporary theory. Topics may include one or more of the following: the relation of the dramatic festivals to questions of democracy, the links between the *Poetics* and subsequent criticism, and more recent critical approaches to the dramatic texts.]

### [THETR 332 Medieval and Renaissance Theatre (also Comparative Literature 332) #

4 credits. Prerequisites: THETR 240 or permission of instructor. Not offered 1996–97. Staff.  
Besides the discussion of representative plays from these periods, this class may focus on questions such as the staging of medieval drama, the relation between the church and the community, and the ways in which historians and critics have interpreted the Renaissance, especially in light of

Shakespeare's work. Representations of class, race, and gender on stage as well as in the audience will also be examined.]

### [THETR 333 European Drama from the Neo-Classical to the Bourgeois (also Comparative Literature 333) #

Spring. 4 credits. Prerequisite: THETR 240 or 241. Not offered 1996–97. Staff.  
The course will examine the explosion of dramatic forms and theories in pre- and post-revolutionary Europe. The class will also discuss the ways in which changes in theatre architecture and dramatic structure participate in the dynamics of change in European society that operates between the early seventeenth and the mid-nineteenth centuries.]

### THETR 335 The Modern and Contemporary Theatre (also Comparative Literature 337)

Spring. 4 credits. Prerequisites: THETR 240 or permission of instructor.  
K. Burroughs.

A study of the drama and its cultural contexts from the late nineteenth century to the present. This course will raise questions about modern as well as postmodern theories of performance and the role of theatre in society. It may also examine western style theatre in non-western settings.

### [THETR 336 American Drama and Theatre (also English 336)

4 credits. Limited to 25 students.  
Prerequisite: permission of instructor.  
Not offered 1996–97. J. E. Gainor.  
A survey of twentieth-century American theatre and representative American plays.]

### THETR 337 Contemporary American Theatre (also English 337)

Fall. 4 credits. Limited to 20 students.  
J. E. Gainor.  
A survey of American drama and theatre post-1960. Particular emphasis will be placed on plays by women and dramatists of color to explore questions of identity and theatrical responses to contemporary American culture.

### THETR 345 The Tragic Theater (also Classics 345 and Comp. Literature 344)

Fall. 4 credits. Limited to 40 students.  
F. Ahl.  
See Classics 345 for description.

### [THETR 372 English Drama to 1700 (also English 372) #

Fall. 4 credits. Not offered 1996–97.  
S. McMillin.  
See English 372 for description.]

### THETR 373 English Drama from 1700 to the Present (also English 373)

Spring. 4 credits.  
See English 373 for description.

### THETR 420 Brecht, Artaud, Mueller, Wilson (also German Studies 430 and Comparative Literature 430)

Spring. 4 credits. D. Bathrick.  
This course will explore in depth the writings and practices of four major twentieth-century theatrical artists: Bertolt Brecht, Antonin Artaud, Heiner Mueller, and Robert Wilson, in order to (a) map out differences and similarities among the four as representatives of avant-garde theater and performance art; (b) situate their respective work in the political and cultural contexts out of which they emerged; and (c) explore their impact upon succeeding movements and artists of modern drama and cinema. A central focus of

the course will be to explore the differing and changing notions of "avant-garde theater" as demonstrated in the work and reception of Brecht, Artaud, Mueller, and Wilson. Exploration of the work of these four artists will serve methodologically both to interrogate critically what have become competing strategies in the development of performance theater and avant-garde theater as well as to consider ways in which these models have been and could be synthesized.

### THETR 425 Introduction to Dramaturgy and Dramatic Criticism

Fall. 4 credits. Prerequisite: THETR 240 & 241, or their equivalents. Limited to 15 students. J. E. Gainor.  
What is dramaturg? What does a dramaturg do? We will examine this position in the theatre in both historical and practical modes. The class will be primarily a practicum, involving dramaturgical work on departmental productions, participation with student playwrights on new script development, and practice in the writing of dramatic criticism.

### [THETR 431 Theory of the Theatre and Drama (also Comparative Literature 433) #

4 credits. Prerequisite: some theatre history and dramatic literature work at the 300 level or permission of instructor. Not offered 1996–97.  
A survey of dramatic theory and theories of theatrical representation from Aristotle to the present.]

### [THETR 433 Dramaturgy: Play and Period (also Comparative Literature 443)

4 credits. Not offered 1996–97.  
Inventing the Modern Drama. European theatre between 1870 and 1900.]

### THETR 435 Special Topics: Theories of Contemporary Performance (also Comparative Literature 436)

Fall. 4 credits. Limited to 15 students.  
Prerequisite: permission of instructor.  
K. Burroughs.  
A survey of the dramatic literature and the current performance traditions of contemporary France.

### THETR 436 The Female Dramatic Tradition (also Women's Studies 433)

Spring. 4 credits. J. E. Gainor.  
Is there a "female dramaturgy"? What is the female tradition in the theatre? The course will explore these questions through an investigation of texts by women dramatists, including Hrotsvitha, Aphra Behn, and Caryl Churchill, as well as theory by such critics as Sue Ellen Case and Jill Dolan.

### [THETR 437 Seminar in Dramatic Criticism (also Theatre Arts 636)

4 credits. Prerequisite: open to qualified junior and senior departmental majors with permission of the instructor. Not offered 1996–97. Staff.]

### [THETR 438 East and West German Drama

Fall. 4 credits. Not offered 1996–97.  
D. Bathrick.  
This course will cover the major historical and textual developments in German theatre from the end of World War II to the present. Leading dramatists from West and East Germany, Switzerland, and Austria (Brecht, Frisch, Durrenmatt, Weiss, Hochhuth, Muller, Braun, Kroetz, Handke, and others) will be

treated in the light of the political events and aesthetic-dramaturgical traditions from which they emerge and with which they are taking issue.]

**[THETR 470 The Japanese Noh Theater and Modern Dramatists (also Asian Studies 470 and Comparative Literature 470) @**

Fall. 4 credits. Alternates with THETR 471. Not offered 1996-97. K. Brazell. For description, see Asian Studies 470.]

**[THETR 471 Japanese Theatre (also Asian Studies 471) @ #**

Fall. 4 credits. Not offered 1996-97. K. Brazell. For description, see Asian Studies 471.]

**THETR 600 Proseminar in Theatre Studies**

Spring. 4 credits. Limited to Theatre Arts graduate students. An introduction to the theory and methods involved in the study of the theatre as cultural and aesthetic practice.

**[THETR 630 Special Topics (also Comparative Literature 632)**

4 credits. Not offered 1996-97. Staff.]

**[THETR 633 Seminar in Theatre History (also Comparative Literature 634)**

4 credits. Not offered 1996-97. Staff.]

**[THETR 636 Seminar in Dramatic Criticism (also Theatre Arts 437)**

4 credits. Prerequisite: Permission of instructor. Not offered 1996-97. Staff.]

**[THETR 637 Seminar in Dramatic Theory (also Comparative Literature 638)**

4 credits. Prerequisite: Permission of instructor. Not offered 1996-97. Staff.]

**[THETR 648 East and West German Drama: Post-1945 (also THETR 438 and German Studies 438)**

Fall. 3 credits. Not offered 1996-97. D. Bathrick.]

**[THETR 660 Visual Ideology (also Comparative Literature 660 and German Studies 660)**

Spring. 4 credits. Not offered 1996-97. G. Waite. For description, see German Studies 660.]

**[THETR 679 Bertolt Brecht in Context (also German Studies 679 and Comparative Literature 679)**

Spring. 4 credits. Requirements: seminar paper that will form the basis for an oral presentation for class discussion. Not offered 1996-97. D. Bathrick. Brecht's theory and dramatic praxis will be examined in the light of a two-fold contexts: (1) the relation of selected plays and writings to the historical contingencies of the Weimar and exile periods in which they emerged; (2) in later periods: an analysis of the reception and various readings (postmodern, feminism, post-structuralism) of these same works by later writers and critical publics in Germany and the United States as a way of understanding the changing nature of aesthetic values in the postwar period. Special attention will be given to the importance of Marxism for Brecht's art, as well as to the author's role as a representative of the cultural avant-garde.]

**[THETR 692 The Politics of Criticism (also Comparative Literature 692 and German Studies 692)**

Fall. 4 credits. Not offered 1996-97. D. Bathrick. See German Studies for description.]

**ACTING**

**THETR 155 Rehearsal and Performance**

Fall or spring. 1-2 credits. 1 credit per production experience per term up to 2 credits per term. Students must register for the course in the term in which credit is earned; requests for retroactive credit will not be honored. Limited to students who are assigned roles after tryouts at the department's scheduled auditions. Students should add this course only after they have been assigned roles. S-U grades only.

The study, development, and performance of roles in departmental theatre or dance productions or the study and practice of directing as experienced in assisting faculty and guest directors.

**THETR 205 Rehearsal Workshop**

Fall or spring. 2 credits. Limited to 30 students. Prerequisites: participation in a particular department production; and by permission. Staff.

This course will enable students participating in a particular production to gain expertise and/or knowledge to contribute to that production. The focus of the class will depend on the needs of a particular production (history, choreography, textwork, dramaturgy, etc.). The class allows students in a production to focus intensely on a particular aspect of that production in a non-pressurized learning environment.

**THETR 280 Introduction to Acting**

Fall or spring. 3 credits. Each section is limited to 16 students. Registration only through roster in the department office, Center for Theatre Arts. A. VanDyke, K. Grant and staff.

An introduction to the actor's technique and performance skills, exploring the elements necessary to begin training as an actor, i.e., observation, concentration, and imagination. Focus will be on physical and vocal exercises, improvisation, and text and character. There is required play reading, play attendance, and some scene study.

**THETR 281 Acting I**

Fall or spring. 3 credits. Each section limited to 14 students. Prerequisites: THETR 280 and audition. Registration only through roster in department office, the Center for Theatre Arts. 281 is restricted to sophomores and above. B. Levitt and S. Cole.

Practical exploration of the actor's craft through improvisation and exercises in physical and psychological action. Scene study utilizing the plays of Williams, Inge, and Miller.

**THETR 283 Voice and Speech for Performance**

Fall. 2 credits. Limited to 12 students. Primarily for department majors. Prerequisite: permission of instructor. T. Jenkins. Registration only through department roster in the main office of the Center for Theatre Arts. Development of the speaking voice with additional emphasis on dramatic interpretation.

**THETR 284 Speech and Dialects for Performance**

Spring. 3 credits. Limited to 12 students. Primarily for department majors or advance undergraduate training program candidates. Prerequisites: THETR 281 and permission of instructor. Registration only through department roster in the main office of the Center for Theatre Arts. A. VanDyke.

Development of speech and dialects in dramatic text.

**THETR 285 Creativity and the Actor**

Summer. 3 credits. Limited to 16 students. Although this course is focused particularly on the actor, creativity training is equally applicable to any area of performance (for example, sports, dance, music) and those areas relying on individual creativity such as writing and the visual arts. No previous experience or course work in the area of theatre is required. D. Feldshuh.

Using mime, physical and vocal exercises, karate, Gestalt therapy, theatre games, and Zen meditation, this course will attempt to make the student more aware of how he/she participates in and can influence the creative process of acting and to assist the student toward a greater capacity for stage presence. The course will deal with hindrances to the creative response (stage fright, self-consciousness, mannerisms, physical and vocal tension, emotional blocks), introduce the concepts of energy, stillness, and release, and explore the relationship between emotion, mind and body structure. It will attempt to give the individual tools with which the student may continue to expand his/her capacity for spontaneous, flexible, and believable acting.

**THETR 287 Summer Acting Workshop**

Summer. 3 credits. Limited to 16 students in a section. Levitt and staff. An introduction to the processes of acting. Practice in training techniques, rehearsal procedures, and methodology.

**THETR 380 Acting II**

Fall. 3 credits. Prerequisite: THETR 281 and audition. Limited to 12 students. S. Cole.

A continuation of Acting I. Special consideration will be given to a physical approach to characterization utilizing the plays of Chekhov and Ibsen.

**THETR 381 Acting III: Advanced Scene Study**

Spring. 3 credits. Prerequisite: THETR 380 and audition. Limited to 10 students. Staff.

This course focuses on advanced problems in language and period style (movement, bows, curtsies, and period dances). Monologues and scenes will be drawn from these playwrights: Shakespeare and Moliere.

**THETR 385 Musical Theatre**

Fall. 3 credits. Prerequisites: THETR 281 and permission of instructor. Limited to 10 students. K. Grant. Preparation, performance and critique of scenes from the repertoire of post-1960 musical theatre pieces. The course will also explore basic musical theatre dance styles, e.g., tap and jazz.

**THETR 386 Movement for the Actor**

Spring. 3 credits. Prerequisites: THETR 281 and permission of instructor. Limited to 10 students. R. Wilson.

Physical skills for the actor will be developed through work with LeCoq-based Neutral Mask corporeal mime, and physical acting techniques.

#### **[THETR 400 Modern Performance Problems]**

Fall. 4 credits. Prerequisites: THETR 240, 280, 281 and permission of instructor. Limited to 14 students. Not offered 1996-97. J. E. Gainor and R. Wilson.

This class is a combination of play analysis and performance focused on the special problems of gender issues in modern dramatic material. Playwrights to be studied are Caryl Churchill, Sam Shepard, and Marsha Norman. The class will not only deal with some of the plays by these authors, but also critical writing based on their work. Requirements will include the performance of monologues and scenes and the writing of three papers.]

### **DIRECTING**

#### **THETR 177 Student Laboratory Theatre Company**

Spring. 1-2 credits.

The Student Laboratory Theatre Company is a group of student-actors who wish to earn credit by acting in three scenes directed by students taking THETR 498. The SLTC might be compared to playing in the band or singing in a university chorus. It is not a formal class. You have an opportunity to learn by doing as well as the opportunity to see your work on video tape and receive feedback from faculty members if you request it. Students enrolling in the SLTC for credit will earn 1 credit for 2 projects and 2 credits for 3 projects. The SLTC will also meet with directors once a week during class time.

#### **THETR 398 Fundamentals of Directing I**

Fall. 3 credits. Limited to 10 students. Prerequisite: permission of instructor. Special consideration is given to students who have completed THETR 280 or are intending to continue in the area of stage or screen directing: D. Feldshuh.

Focused, practical exercises to teach the student fundamental staging techniques that bring a written text to theatrical life. A core objective of the course is to increase the student's awareness of why and how certain stage events communicate effectively to an audience. Each student will direct a number of exercises as well as a short scene.

#### **THETR 498 Fundamentals of Directing II**

Spring. 4 credits. Enrollment strictly limited. Prerequisite: THETR 280 and 398, and permission of instructor. Special consideration is given to students who have completed THETR 280 or are intending to continue in the area of stage or screen directing. Recommended: THETR 250 and 281. D. Feldshuh.

This course builds on the staging techniques learned in Fundamentals of Directing I. In this course each student will direct a series of projects and public presentations focusing on specific directorial challenges. The student will develop an increased ability to articulate and defend directorial choices and learn to work with actors on a diverse range of material. Directors will cast from a company of actors to be auditioned early in the semester. Each actor in the company will earn one or two credits as part of Theatre Arts 155.02.

#### **THETR 499 Practicum in Directing**

Fall or spring. 1-4 credits. Prerequisites: THETR 240, 250, 280, 398, 498, and permission of instructor. D. Feldshuh.

This course will allow the student who has completed the appropriate prerequisites the opportunity to direct a full presentation of theatre in conjunction with a faculty mentor. It may also involve an internship with a prominent director on campus or the opportunity to assistant direct a faculty or guest director. Although primarily practical in orientation, outside reading and a final written essay are frequently required.

### **PLAYWRITING**

#### **THETR 348 Playwriting**

Fall. 4 credits. Limited to 12 students. Prerequisite: permission of instructor. R. Wilson.

A laboratory for the discussion of student plays. Following exercises in dramatic structure and technique, students will be expected to complete a one-act play.

#### **[THETR 349 Advanced Playwriting]**

Fall. 4 credits. Prerequisite: THETR 348 or permission of instructor. Not offered 1996-97. R. Wilson.

A continuation of Theatre Arts 348, emphasizing advanced techniques and culminating in the composition of a full-length play.]

#### **THETR 497 Seminar in Playwriting**

Fall. 1-4 credits. Prerequisite: THETR 348 and 349 and permission of instructor. R. Wilson.

### **DESIGN, TECHNOLOGY, AND STAGE MANAGEMENT**

#### **Design**

#### **THETR 250 Fundamentals of Theatre Design and Technology**

Fall and spring. 4 credits. Not open to first term freshman. Limited to 12 students. Registration only through department roster in CTA 225. A minimum of one credit of Production Lab (THETR 151 or 251) is strongly recommended concurrently. K. Goetz, R. Archer, J. Johnson, C. Hatcher, C. Orr Brookhouse, and E. Intemann.

An introduction to design and technology in the theatre. Lectures, discussion, and project work introduce the principles of designing scenery, costumes, lighting and sound, and the technical process of realizing designs on stage. Students are required to purchase materials, which the instructors will specify (approximate cost, \$40).

#### **THETR 343 Costume History: From Fig Leaf to Vanity**

Fall. 3 credits. Limited to 20 students. C. Orr Brookhouse.

Costume History will offer an overview of the history of clothing from the first signs of clothing to the early 20th century. It will investigate personal, social, religious, political, and regional reasons for why and how clothing evolved.

#### **THETR 362 Lighting Design Studio I: Lighting in the Performing Arts**

Fall. 4 credits. Prerequisite: THETR 250 or permission of instructor. Limited to 6 students. E. Intemann.

The theory and practice of lighting design as a medium for artistic expression. This course

will explore the aesthetic and mechanical aspects of light and their application in the theatre. Artistic style and viewpoint will also covered.

#### **THETR 364 Scenic Design Studio**

Fall. 3 credits. Students are required to purchase materials which the instructor will specify (approximate cost: \$50.00). Limited to 10 students. Prerequisite: THETR 250 and 340 or permission of instructor. K. Goetz.

An exploration of the process of designing scenery for the live theatre. Emphasis on the analysis of the dramatic text, research, and the use of imagery to support dramatic intent of the playwright. Class projects will engage students in using a variety of mediums to explore how architecture, the arrangement of space, and elements of interior design are used dramatically. Class activities and projects are designed to encourage the development of student's innate expressive abilities. Experience in theatre production and graphic skills is helpful but not essential. May be repeated for credit.

#### **THETR 366 Costume Design Studio**

Spring. 3 credits. Students are required to purchase materials which the instructor will specify (approximate cost: \$50.00). Limited to 10 students. J. Johnson.

Design of costumes for the theatre, concentrating on script and character analysis, period research, design elements, figure drawing and rendering skills, and an understanding of production style. May be repeated for credit.

#### **THETR 368 Sound Design Studio**

Spring. 4 credits. Limited enrollment to 6 students. Prerequisite: THETR 250 or 252 or permission of instructor. Students are required to purchase supplies (approximate cost \$30.00). C. Hatcher.

The use of sound as a medium of design for the theatre; research and creation of sound score, recording and engineering techniques, live effects and projects in live and studio sound production.

#### **THETR 462 Lighting Design Studio II**

Spring. 4 credits. Prerequisite: THETR 362 or permission of instructor. Limited to 6 students. E. Intemann.

This course concentrates on designing lighting for different genres in various venues, developing the lighting designer as a versatile artist. Personal style and artistic commitment will be stressed.

### **Technology**

#### **THETR 252 Technical Production Studio I**

Fall. 3 credits. Limited to 6 students. C. Hatcher and M. Williams.

Stage Lighting and Sound Technology: The practical aspects of lighting and sound technology including equipment setup, engineering, electrics, organization, recording techniques, and production paperwork will be explored through projects, lectures, and class discussions. In addition to twice-weekly class meetings the course requires a laboratory commitment of fifty hours for the semester.

#### **THETR 254 Theatrical Make-up Studio**

Fall. 3 credits. Students are required to purchase make-up kits which the instructor will provide (approximate cost \$50.00). Limited to 12 students. J. Johnson.

Basic techniques of make-up for the stage including corrective, old age, and fantasy; use of prosthetics, wigs, hair and hairpieces.

#### **THETR 340 Theatrical Drafting and Technical Drawing Studio**

Fall. 3 credits. Limited to 6 students.  
Prerequisite: THETR 250 or permission of instructor. S. Brookhouse.

Implementation of the fundamentals of drafting and technical drawing. Introduction of the concept of an individual style in the approach to drafting for the theatre. A series of projects to familiarize students with the convention and process of visualization and drafting.

#### **THETR 352 Themed Entertainment: The Technical Perspective**

Fall. 3 credits. Limited to 12 students.  
R. Archer.

A broad-based inquiry into the integration of art and science in today's theme parks and interactive entertainment attractions. Papers, projects, and discussions will deal with planning and development aspects of large-scale entertainment projects including architecture, engineering, construction, and attraction installation. Focus will be on the specialized entertainment technologies that make these attractions work: audio and lighting design, ride and show control systems, and special effects.

#### **THETR 354 Stagecraft Studio**

Fall. 3 credits. A minimum of one credit of production laboratory (THETR 151 or 251) is strongly recommended concurrently. Prerequisite: THETR 250 or permission of instructor. R. Archer.

An exploration of the techniques and practice of theatre operation, scenic construction, stage mechanics, rigging, painting, and model building.

#### **THETR 356 Costume Construction Studio**

Spring. 3 credits. A minimum of one credit of production laboratory (THETR 151 or 251) is strongly recommended concurrently. Prerequisite: THETR 250 or permission of instructor. Lab fee of \$25 to be paid in class. C. Orr Brookhouse.

A project/lecture/discussion class in costume research, patterning, cutting, construction, and fitting.

### **Stage Management**

#### **THETR 153 Stage Management Production Laboratory I**

Fall and spring. 1-2 credits. May be repeated for credit. Before registering, students must attend orientation meeting in the Proscenium theatre at the Center for Theatre Arts at 7:30 p.m. on the first Tuesday of classes. Prerequisite: permission of instructor. P. Lillard.

Practical experience in theatrical production as Assistant Stage Manager for a Dance Theatre Concert or as a Stage Manager for readings or S.L.T.C. under the supervision of the faculty Production Manager. THETR 370 complements this course.

#### **THETR 253 Stage Management Laboratory II**

Fall and spring. 1-4 credits. May be repeated for credit. Before registering, students must attend orientation meeting in the Proscenium theatre at the Center for Theatre Arts at 7:30 p.m. on the first

Tuesday of classes. Prerequisite: permission of instructor. P. Lillard.

Practical experience in theatrical production as Assistant Stage Manager for a season production under the supervision of the faculty Production Manager. THETR 370 complements this course.

#### **THETR 353 Stage Management Laboratory III**

Fall and spring. 1-4 credits. May be repeated for credit. Before registering, students must attend orientation meeting in the Proscenium theatre at the Center for Theatre Arts at 7:30 p.m. on the first Tuesday of classes. Prerequisite: permission of the instructor. P. Lillard.

Practical experience in theatrical production as Stage Manager for a Dance Theatre Concert, for an AUTP production or as Production Stage Manager for the Black Box lab season under the supervision of the faculty Production Manager. THETR 370 complements this course.

#### **THETR 370 Stage Management Studio**

Fall. 2 credits. Prerequisite: THETR 250 or 280. P. Lillard.

Introduction to the concepts and techniques of stage management as they relate to specific areas of production. Development of relevant communication skills and an understanding of the production process as experienced by a working stage manager or assistant stage manager. THETR 153, 253, and 353 complement this course.

#### **THETR 453 Stage Management Laboratory IV**

Fall and spring. 1-5 credits. May be repeated for credit. Before registering, students must attend orientation meeting in the Proscenium theatre at the Center for Theatre Arts at 7:30 p.m. on the first Tuesday of classes. Prerequisite: admission to Advanced Undergraduate Theatre Program. P. Lillard.

Practical experience in theatrical production as Stage Manager for a season production under the supervision of the faculty Production Manager.

### **Production Laboratories**

#### **THETR 151 Production Laboratory I**

Fall and spring. 1-3 credits. May be repeated for credit. Orientation meeting on the first Tuesday of classes each semester at 7:30 p.m. in the Proscenium Theatre. P. Lillard, S. Brookhouse, N. Cross, C. Hatcher, C. Orr Brookhouse.

Students register for sections by areas of interest. 01 Scenery, 02 Costumes, 03 Properties, 04 Lighting, 05 Sound, 06 Stage crew. No prerequisites or experience required. This course provides practical experiences in theatrical production, as a member of the production crew.

#### **THETR 251 Production Laboratory II**

Fall and spring. 1-3 credits. Prerequisite: THETR 151 or permission of instructor. May be repeated for credit. Orientation meeting on the first Tuesday of classes each semester at 7:30 p.m. in the CTA Proscenium theatre. P. Lillard, S. Brookhouse, N. Cross, C. Hatcher, C. Orr Brookhouse.

Practical experience in theatrical production, in a position of major responsibility on the production staff. Students register for sections

by areas of interest: 01 Scenery, 02 Costumes, 03 Properties, 04 Lighting, 05 Sound.

#### **THETR 351 Production Laboratory III**

Fall and spring. 1-3 credits. May be repeated for credit. Orientation meeting on the first Tuesday of classes each semester at 7:30 p.m. in the CTA Proscenium Theatre. Prerequisite: THETR 251 or permission of instructor. P. Lillard, C. Hatcher, J. Johnson, C. Orr Brookhouse.

This course provides practical experience in theatrical production, in a position of major responsibility on the production staff or as assistant to a faculty or guest designer.

#### **THETR 451 Production Laboratory IV**

Fall and spring. 1-4 credits. May be repeated for credit. Prerequisite: admission to Advanced Undergraduate Theatre Program. P. Lillard, K. Goetz, C. Hatcher, J. Johnson, C. Orr Brookhouse.

Practical experience in theatrical production, in the position of designer or in another position of major responsibility on the production staff.

### **INDEPENDENT STUDY, INTERSHIPS AND HONORS**

#### **THETR 300 Independent Study**

Summer, fall, or spring. 1-4 credits.

Independent Study in the Theatre allows students the opportunity to pursue special interests not treated in regularly scheduled courses. A faculty member, who becomes the student's instructor for the course, must approve the student's program of study and agree to provide continuing supervision of the work. Students must prepare a proposal for independent study.

#### **THETR 485 Undergraduate Internship**

Fall, spring, or summer. 1-6 credits.

To be eligible to enroll and receive credit for an internship, Theatre Arts students must either be majors or be admitted to the Advanced Undergraduate Theatre Program (AUTP). Students are responsible for arranging their own internships in consultation with the AUTP faculty in their area of choice prior to preregistration of the semester in which the internship is planned to take place. To receive credit for this course, it must be an unpaid internship; if it is a paid internship, it is possible to receive independent study (see TA 300) credit for it.

#### **THETR 495 Honors Research Tutorial**

Fall or spring. 2-8 credits. Limited to Theatre Arts seniors only.

This course is the first of a two-semester sequence (the second is THETR 496). Up to eight credit hours and one grade will be given upon completion of second semester. The Theatre Arts honors program is for majors who have demonstrated exceptional ability in the major and who seek an opportunity to explore branches of their subject not represented in the regular curriculum or to gain experience in original research. To be a part of the honors program the student must maintain an average of 3.5 in departmental courses and an average of 3.0 in all courses. Students should consult with their advisers in their junior year if deciding to do honors. Admissions to honors is at the discretion of the departmental committee.



**THETR 496 Honors Thesis Project**

Fall or spring. 2-8 credits. Limited to Theatre seniors only.

This course is the second of a two-semester sequence (the first is THETR 495). Up to eight credit hours and one grade will be given upon completion of second semester. See THETR 495 for further information.

**FILM****THETR 274 Introduction to Film Analysis: Meaning and Value**

Fall. 4 credits. Limited to thirty-five students. D. Fredericksen.

An intensive consideration of the ways films generate meaning and of the ways we attribute meaning and value to films. Discussion ranges over commercial narrative, documentary, and personal film modes. Prospective film majors should enroll in their sophomore year.

**THETR 277 Video Production I**

Spring, alternate years and occasionally in summer. 3 credits. Limited to 12 students. Permission of instructor. Open to sophomores, juniors, and seniors. M. Rivchin.

A hands-on video production course using Super-VHS cameras and editing equipment. Students will learn camera, lighting, sound recording, editing recording, editing and digital effects and techniques through a series of exercises. Strategies and ideas for documentary, dramatic and experimental work, music videos, etc., will be discussed before students plan, write, direct, shoot, and edit one short, individual project and one project of their choice. A \$100 equipment maintenance fee per student will be collected in class. Students will spend approximately \$50-100 for S-VHS and regular VHS videotapes, which they will own.

**THETR 290 Filming Other Cultures (also Anthropology 290) @**

Spring. 3 credits. Limited to 20 students, with preference given to those who have taken either Anthropology 102 or Theatre Arts 274. R. Archer.

For description, see Anthropology 290.

**THETR 313 Japanese and Asian Film (also Comparative Literature 313) @**

B. DeBary.

For description, see ASIAN 313.

**THETR 375 History and Theory of the Commercial Narrative Film**

Fall. 4 credits. Fee for screening expenses, \$10 (paid in class). Offered alternate years. D. Fredericksen.

Consideration of the broad patterns of narration in the history of the commercial narrative film, viewed as an artistic medium and as a system requiring the massive consumption of artifacts. Emphases placed upon the early articulation of a cinematic means of narration, realism as an artistic style, the nature and functions of popular film, and the modes of modernist and post-modernist "art cinema" narration. Major figures discussed include Griffith, Eisenstein, Murnau, Von Stroheim, Dreyer, Chaplin, Renoir, Ford, Hitchcock, Welles, Antonioni, Fellini, Bergman, Bunuel, Resnais, Godard, Jansco and Herzog. Students majoring in film should have previously taken Theatre Arts 274.

**[THETR 376 History and Theory of Documentary and Experimental Film**

Fall. 4 credits. Fee for screening expenses, \$10 (paid in class). Prerequisite: THETR 274 is strongly recommended, but not required. Offered alternate years. Not offered 1996-97. Next offered fall 1997. D. Fredericksen.

First, the history and theory of documentary film up to the end of World War II. Major figures covered include Vertov, Flaherty, Ivens, Grierson, Lorentz, Riefenstahl, Capra, Hurwitz, and Jennings. Second, within the history and theory of the experimental and personal film forms, emphases are: the avant-garde film of the twenties in Germany, France, U.S.S.R., and the U.S., the movement toward documentary practice in the thirties, and American experimental and personal film from the forties to the present. Major figures covered in this latter period include Deren, Brakhage, Baillie, Belson, the Whitneys, Hill, Snow, Pitt, L. Jordan, H. Smith, G. Nelson and Mekas.]

**THETR 377 Fundamentals of 16mm Filmmaking**

Fall. 4 credits. Limited to 12 students. Intended for juniors and seniors (who may need to sign up a year or more in advance). Prerequisite: THETR 274 (or higher-level film studies course) and permission of instructor. Fee for maintenance costs, \$100 (paid in class). The average cost to each student for materials and processing is \$400. M. Rivchin.

A hands-on course in the basics of 16mm filmmaking techniques, requiring no prior production experience, emphasizing the creative development of filmic ideas through critical discussion. Each student will complete a number of short film projects and may explore narrative, experimental, documentary, animation, and abstract genres. A final sound film project (8-12 minutes) will be screened publicly.

**THETR 378 Soviet Film of the 1920s and French Film of the 1960s**

Spring. 4 credits. Fee for screening expenses, \$10 (paid in class). Prerequisite: THETR 375 is strongly recommended, but not required. Offered alternate years. D. Fredericksen.

An intensive treatment of two distinct periods of radical innovation in film theory and history. Emphasis on the vital relationship between theory and practice in these two periods. Major figures include Eisenstein, Pudovkin, Vertov, Dovzhenko, and Room, in the Soviet 1920's; Godard, Truffaut, Resnais, Rohmer, Tati, Rouch and Bresson in French 1960's.

**[THETR 379 Documentary Film from 1945 to present**

Spring. 4 credits. Prerequisite: THETR 376 or permission of the instructor. Fee for screening expenses, \$10 (this fee is paid in class). Offered alternate years. Next offered spring 1998. D. Fredericksen.

Emphases on the contemporary documentary film as a sociopolitical force, as an ethnographic tool within and without a filmmaker's own culture, and as an artistic form with a distinct history and set of theoretical questions. Major figures, structures, and movements covered include Jennings, Rouquier, Leacock, Malle, Rouch, Solanas, national film boards, Challenge for Change, direct cinema, cinema verite, revolutionary documentary of

the Third World and feminist documentary. The scope is international.]

**THETR 383 Screenwriting**

Spring. 3 credits. Prerequisites: THETR 274 and 377, and permission of instructor. Limited to 12 students. R. Wilson.

Exercises in various genres of screenwriting will be explored: the commercial narrative, documentary, experimental, and abstract. This class will culminate in the writing of a finished script for a ten to fifteen-minute film. Note: This class is an intensive writing experience that will demand a great deal of outside work.

**THETR 395 Video: Art, Theory, Politics (also English 395)**

Fall. 4 credits. T. Murray.

For description, see English 395.

**THETR 396 German Film (also Comparative Literature 396 and German Studies 396)**

Spring. 4 credits. Requirements: participation in class discussion, one paper, midterm, and final. D. Bathrick.

The goal of the course is to explore the form and context of German film in relation to the cultural and sociopolitical context of which it is a part. Accordingly, the material discussed will be divided into three major periods: Weimar film, 1918-1933; Nazi film, 1933-45; postwar film, 1945-present. Readings and lectures will be devoted to formal and cultural developments in the history of German film as well as interpretive analysis of selected individual films. In both lectures and discussions, particular emphasis will be placed on helping students develop an appropriate method of viewing and analyzing films.

**[THETR 413 Film and Performance**

Spring. 4 credits. Prerequisite: At least one production course in 16mm film or video, and/or at least one 300-level course in acting or directing. Permission of the instructors. Limited to 12 students. \$50 maintenance fee to be collected in class. Not offered 1996-97. Next offered spring 1998. M. Rivchin and R. Wilson.

Special Topic for 1998: Acting and Directing for the Camera. This course is a collaborative production workshop designed to bring acting, directing, and filmmaking students together to work on several short projects. Students will work first on script/scene analysis and questions of staging actors and blocking for the camera. Using primarily video cameras and video editing, they will practice alternative strategies for directing and examine the particular techniques of acting for the camera. Final group projects will be original scripts produced in video and presented in a public screening at the end of the semester.]

**[THETR 475 Seminar in the Cinema I (also College Scholar Seminar)**

Spring. 4 credits. Limited to 20 students. Offered alternate years. Next offered 1998. D. Fredericksen.

Topic for 1998: Jung, film, and the process of self-knowledge. "Know thyself": this has been called our culture's most enduring psychological need, and it has been frequently offered as the *raison d'être* for liberal studies. C. G. Jung's answer to how one might "know oneself" is based on his claim that "image is psyche"; his informing metaphor is depth. The seminar will trace the elaborations of this position in Jung, James Hillman, Russell

Lockhart, Murray Stein, and Sylvia Perera. It will also test the critical capacities of this position with respect to film images given us by Bergman, Fellini, and Roeg. The manner in which Jung's claim might provide a depth psychological alternative to current approaches to liberal studies will be asked throughout the seminar; the nature of education will thereby become a central theme of the semester's work.]

**THETR 476 Seminar in the Cinema II (also College Scholar Seminar and Religious Studies 476)**

Spring. 4 credits. Prerequisite: limited to twenty students. Offered alternate years. Topic for 1997: Film and Spiritual Questions. The use of film as a medium for the expression of spiritual questions has a long and rich history, although very little attention is given to this fact in contemporary film studies. This seminar will examine films and writings by filmmakers who are so inclined. Special consideration will be given to the Russian filmmaker Tarkovsky. Others to be considered include Dreyer, Bresson, Bergman, Herzog, Godard, Bertolucci, and Scorsese within the commercial narrative mode; Wright, Rouquier, and Gardner within the documentary mode; and Belson, Baillie, Brakhage, the Whitneys, and other essentially shamanistic filmmakers in the American personal film mode. Additional readings will be drawn from, among others, Eliade, R. Torrance, R. Lipsey, M. Tucker, Richard Niebuhr, Campbell, S. Grof, Jung, E. Edinger, and J. Hillman. The nature and functions of spiritual questions within artistic creation and liberal education will be queried throughout the semester.

**THETR 477 Intermediate Film and Video Projects**

Fall. 4 credits. Limited to 8 students. Prerequisites: THETR 377 or 277 as minimum; preference given to those who have taken THETR 383 (Screenwriting), 398 (directing), or 413 (acting and directing for the camera), and permission of instructor. Fee: \$100 cinema maintenance fee to be collected in class. Film projects costs: \$500-1000; video \$50-150. M. Rivchin.

This is a second-level 16mm filmmaking and video course designed to increase the student's knowledge and practice of: cinematography, lighting, sync-sound filming and editing techniques; familiarity with negative films, and working with labs and sound houses; S-VHS video camera and editing methods, digital effects and mixing through a series of individual and group exercises. Each student will direct, shoot, and edit one, originally scripted, sync-sound scene, but will **not** produce a fully scripted film (see THETR 493).

**THETR 493 Advanced Film and Video Projects**

Spring. 4 credits. Limited to 4 students, those selected to the Advanced Undergraduate Film Program by application in December. Prerequisite: THETR 377 or 277, and 477; recommended: 383 (screenwriting) and 398 (Directing 1). M. Rivchin.

This is a third-level film production course for those students who have already written and proposed a scripted dramatic narrative, a documentary treatment, or a storyboarded experimental or animated film project. (Sync-sound film proposals must be kept to a

minimum of ten minutes.) The class will form two production crews, rotating as directors, cinematographers, and sound recordists for each others' projects. Students may also opt for shooting in film, transferring to and editing on videotape, or working entirely on videotape. Students will edit the films they write and direct, and will be individually responsible for all film flatbed editing, sound track mixing, A&B rolling options, and lab work; or for video editing and mixing. A public screening for finished projects will be held at the end of the semester.

**[THETR 653 Myth onto Film]**

Fall. 4 credits. Not offered 1996-97. Next offered spring 1998. R. Ascher. For description, see ANTHR 653.]

**[THETR 699 German Film Theory (also German Studies 699 and Comparative Literature 699)]**

Spring. 4 credits. Not offered 1996-97. Offered every fourth year. Next offered 1997-98. D. Bathrick. This course will examine critically the writings of major German film theories from the Weimar period to the present. Works by Bela Balazs, Rudolf Arnheim, Siegfried Kracauer, Walter Benjamin, Theodor Adorno, Max Horkheimer, Alexander Kluge, H. J. Syberberg, Gertrud Koch, Thomas Elsaesser, and others will be read and discussed in light of the following considerations: What are the cultural and political contexts out of which these ideas emerge and how are these theories addressing these contexts? How do these theories relate to the work coming out of other national traditions at the same time or to current debates in feminist, formalist, postmodern, or poststructuralist film theory. There will be film showings.]

**DANCE**

**THETR 123 Ballet I (also Physical Education 423)**

Fall and spring. 0 or 1 credit. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. Theatre Arts and Physical Education registration at Teagle Hall only. Fall, B. Suber; spring, Sec. 01: Suber, Sec. 02: Chu.

The fundamentals of classical ballet technique. Material covered includes all of the exercises at the barre, and elementary work in the areas of port de bras, adage and petite and grande allegro. The acceleration of the class is determined by the ability of the majority of the class.

**THETR 124 Modern Dance I (also Physical Education 424)**

Fall and spring. 0 or 1 credit. Theatre Arts and Physical Education registration at Teagle Hall only. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. Fall. Sec. 01: J. Kovar, Sec. 02: J. Self; spring: Sec. 01 and 02: J. Self and J. Kovar.

The fundamentals of modern dance technique. Elementary dance movement phrases, with attention to rhythm, placement, and vitality of performance.

**THETR 155 Rehearsal and Performance**

Fall and/or spring. 1-2 credits. 1 credit per production experience per term up to 2 credits per term. Students must register for the course in the term in which credit is earned; requests for retroactive credit will not be honored. Limited to students

who are assigned roles after tryouts at the dance program's auditions. Students should add this course only after they have been assigned roles. S-U grades only.

The study, development, and performance of roles in departmental theatre or dance productions or the study and practice of directing as experienced in assisting faculty and guest directors.

**[THETR 200 Introduction to Dance]**

Fall. 3 credits. Attendance at dance concerts is required. Not offered 1996-97.]

**THETR 201 Dance Improvisation**

Fall. 3 credits. Limited to 12 students. Concurrent enrollment in a dance technique class at the appropriate level is required. Registration only through department roster in the main office of the Center for Theatre Arts. Attendance at dance concerts is required. J. Morgenroth. When the body knows when, where, and how to move without prior direction, we call that improvisation. This course offers the possibility of "training" one's movement instincts to respond with lightness, humor, grace, and spontaneity. Solo and group forms are covered. Includes some dance history.

**[THETR 209 Introduction to African Dance (also AS&RC 209)]**

Fall. 3 credits. Not offered 1996-97. An introduction to ancient African dance forms, origins, socio-economic and political significance; the state of the dances, changes and continuing relevance in contemporary times. This course will look at the evolution and significance of contemporary dance forms.]

**THETR 210 Beginning Dance Composition and Music Resources**

Spring. 3 credits. Concurrent enrollment in a dance technique class at the appropriate level is required. Registration only through the department roster in the main office of the Center for Theatre Arts. Attendance at dance concerts is required. B. Suber.

Weekly assignments are designed to introduce students to basic elements of dance traditionally and currently used in the choreographic process. Problems are defined and explored through class improvisation as a way to encourage fresh, individual solutions. Students compose and present a series of short studies that are discussed and reworked before being performed at informal studio showings. The music resource faculty will introduce the class to contemporary music for modern dance and orient the class regarding problems and possibilities with sound collaborations. Students are required to attend campus dance activities for class discussion.

**THETR 211 Dance Movement Workshop**

Summer. 3 credits. Limited to 15 students. For students with varied levels of training, including those with no experience. J. Kovar.

Students explore new ways of moving and creating dances and prepare short studies each week based on material covered in class. Modern dance technique, improvisation, and composition are covered. Students observe and discuss the main concerns of contemporary performance from the artist's/performer's perspective. Viewings of films, videotapes, and live performances.

**THETR 231 Ballet II (also Physical Education 431)**

Fall and spring. 0 or 1 credit. Theatre Arts and Physical Education registration at Teagle Hall only. Prerequisite: permission of instructor. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. B. Suber.

An intermediate ballet class that is a continuation of Ballet I with intermediate work in the areas of port de bras, adage and petite and grande allegro. There is an emphasis on placement through muscular harmony.

**THETR 232 Modern Dance II (also Physical Education 432)**

Fall and spring. 0 or 1 credit. Theatre Arts and Physical Education registration at Teagle Hall only. Prerequisite: Modern Dance I or permission of instructor. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. Fall: J. Morgenroth, spring: J. Kovar.

A continuation of Modern Dance I, for students with at least a year of dance training. Practice of longer dance phrases, with attention to clarity of design, rhythm, and expression.

**THETR 233 Explorations In Movement and Performance A (also Physical Education 440)**

Fall. 0 or 1 credit. Limited to 16 students. Theatre Arts and physical education registration at Teagle Hall only. Satisfies PE requirement if taken as PE. Attendance at dance concerts is required. J. Self.

This course is a physically demanding exploration into a wide range of movement realms. Specific subjects covered are genderized movement, erotic power, spiritual power, music and movement, and ritual and performance. Techniques include extensive use of breath, animal movement, improvisation, and group games. This course requires an eagerness to investigate the nature of performance and explore unfamiliar territory in movement.

**THETR 305 Explorations In Movement and Performance B (also Physical Education 440)**

Spring. 0 or 1 credit. Explorations A, dance improvisation or permission. May be repeated for credit. Limited to 16 students. Theatre Arts and physical education registration at Teagle Hall only. Satisfies the PE requirement if taken as PE. Attendance to dance concerts is required. J. Self.

This course continues the investigations of Explorations A with special emphasis on performance and ritual. The class will create performance opportunities throughout the semester.

**THETR 306 Modern Dance III (also Physical Education 436)**

Fall and spring. 0 or 1 credit. May be repeated for credit. Prerequisite: Modern Dance II or permission of instructor. Theatre Arts and physical education registration at Teagle Hall only. Satisfies PE requirement if taken as PE. Attendance at dance concerts is required. J. Chu.

Advanced work with rhythm, placement, and phrasing for students who are prepared to refine technical skills of dancing. Students will be physically and mentally challenged by lengthy, complex phrases and will be expected to bring the instructor's material to life.

**THETR 307 Asian Dance and Dance Drama @**

**Sec 01. Indian Dance.** Fall. 0, 1 or 3 credits. May be repeated for credit. Theatre Arts and physical education registration at Teagle Hall only. Satisfies the PE requirement if taken as PE. Attendance to dance concerts is required. D. Bor.

This course is designed to give the student a practical working knowledge of Indian classical dance, specifically in the indigenous style of Orissa known as Odissi, the fundaments of which can be applied to other forms of Indian or Eastern dance. The high systematized technique is used to open and strengthen the body through specific exercises and movements and to develop grace and dexterity that can benefit all forms of dance. Emphasis will also be placed on rhythmic expression.

**Sec 02. Japanese Noh Theatre.** Not offered 1996-97.

**Sec 03. Indonesian Dance Theatre.** Not offered 1996-97.

**THETR 308 Modern Dance IV (also Physical Education 438)**

Fall and spring. 0 or 1 credit. May be repeated for credit. Prerequisite: Modern Dance III or permission of instructor. Theatre Arts and physical education registration at Teagle Hall only. Satisfies PE requirement if taken as PE. Attendance at dance concerts is required. Fall: J. Self; spring: J. Morgenroth.

A continuation of, and supplement to, Theatre Arts 306/Physical Education 436.

**THETR 310 Intermediate Dance Composition and Music Resources**

Fall and spring. 3-4 credits. Prerequisite: THETR 210. Attendance at dance concerts is required. J. Chu and A. Fogelsanger.

The scheduled weekly meetings will be devoted to expanding the music vocabulary and skills of students through a survey of contemporary music for modern dance, discussion of the needs of musicians and choreographers in collaborations, and rhythmic studies. Students working on intermediate choreographic studies and projects to be presented in various performance situations. Work in progress will be critiqued by faculty and peers. Design problems in costuming and lighting will be approached, and students with particular interests in collaboration will have a forum in which to develop their ideas.

**THETR 311 Intermediate Projects In Dance Composition**

Spring. 3-4 credits. Prerequisite: THETR 310. Attendance at dance concerts is required. J. Chu.

A continuation of THETR 310.

**[THETR 312 Physical Analysis of Movement**

Fall. 3 credits. Not offered 1996-97. J. Morgenroth.

This course is an examination of human movement with particular attention to dance movement. Readings in texts on human anatomy, physiology, and kinesiology and in Sweigard's *Human Movement Potential*. Guest lectures by experts in anatomy and health areas. Practical and laboratory work. Demonstration of dissection.]

**[THETR 314 Western Dance History I: Classical Ballet History as a Reflection of Western Ideology #**

Fall. 4 credits. Attendance at dance concerts is required. Not offered 1996-97. B. Suber.

A critical survey of the history of classical ballet defining elements of classicism and determining why ballet is defined as classical. Consulting ballet texts as well as other less traditional sources and videotapes, the class will explore how ballet has perpetuated or confronted social issues of race, class, gender, sexuality, the body, and abuse. Included in this survey are the origins of classical ballet in the Renaissance court spectacles, the French Romantic and Russian Imperial periods, the revolution of the ballet stage fomented by Diaghilev's Ballets Russes at the turn of the century, and the "cross-over" post-modern choreographers Twyla Tharp and Mark Morris.]

**[THETR 315 Western Dance History II: History of Modern Dance**

Spring. 4 credits. Attendance at dance concerts is required. Not offered 1996-97. J. Chu.

This class will study the course of modern dance in the twentieth-century United States. We will examine each generation of dancers, starting with Isadora Duncan and ending with performers emerging today. Issues of gender, cultural identity, elitism, and democracy will be discussed.]

**THETR 317 Asian Dance II**

Spring. 0 or 1 credit. Prerequisite: THETR 307 or previous training in Odissi Classical Dance. Theatre Arts and Physical Education Registration at Teagle Hall only. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. D. Bor.

This course is a continuation of THETR 307, Odissi Classical Dance. Emphasis will be mainly on choreography as well as continuing to refine and perfect the basic movements learned in the preliminary course. We will meet twice weekly for movement classes, and an extra class will be arranged to learn the art of makeup.

**THETR 410 Advanced Dance Composition I**

Fall and spring. 3-4 credits. Prerequisite: THETR 310 and 311. Attendance at dance concerts is required. Fall: J. Chu and A. Fogelsanger; Spring: J. Morgenroth and A. Fogelsanger.

Students work on advanced choreographic problems, to be presented in performance. Work in progress will be critiqued by faculty on a regular basis.

**THETR 411 Advanced Dance Composition II**

Fall and spring. 3-4 credits. Attendance at dance concerts is required. Fall: J. Chu and A. Fogelsanger.

A continuation of THETR 410.

**THETR 418 Seminar In History of Dance @**

Fall. 4 credits. Prerequisite: General knowledge of dance history recommended. Attendance at dance performances required. J. Chu.

Topic for 1996: Dance as Expression and Critique. In this course we will study competing ways to understand dance: as a full-bodied expression of the dominant culture or as a critical, even angry alternative to it.

Our texts will include Japanese butoh theatre, American black dance, and modern dance in Germany. Our larger purpose will be to evaluate the project of modernism as it appears in dance. Throughout the course, we shall be considering whether high modernism is truly international, providing a universal forum for different visions of life, or whether it is a last-ditch version of imperialist ambition. Our view of this question should help us to evaluate the rival claims of postmodernism.

#### **THETR 490 Senior Paper in Dance**

Spring. 4 credits. Prerequisite: THETR 418, senior standing. Attendance at dance concerts is required.

Under faculty direction, the student will write a senior paper in dance history, criticism, or theory.

#### **THETR 491 Senior Project in Dance**

Fall or spring. 4 credits. Prerequisite: THETR 410 or permission. This course is limited to senior dance majors only.

Students who take this course will create a project in choreography and performance, dance film or video, dance pedagogy, or other appropriate area agreed upon with a member of the dance faculty. Senior projects that are to be performed, must be presented within one of the three regularly scheduled department concerts.

### **Tracks toward admission into the advanced undergraduate theatre program**

#### **Design, Technology, and Stage Management**

Required for individuals interested in a **Design, Technology, or Stage Management** track:

**THETR 250** Fundamentals of Theatre Design and Technology

**THETR 151 and 251** Production Lab I and II (at least one credit of each)

Required for Scenic Design emphasis:

**THETR 340** Theatrical Drafting and Technical Drawing Studio

**THETR 351** Production Lab III (as Design Assistant)

**THETR 354** Stagecraft Studio

**THETR 364** Scene Design Studio

Upon admission to the program: THETR 451 Production Lab IV (at least 1 credit)

Required for Costume Design emphasis:

**THETR 254** Theatrical Make-up Studio

**THETR 351** Production Lab III (as Design Assistant)

**THETR 356** Costume Construction Studio

**THETR 366** Costume Design Studio I

Upon admission to the program: THETR 451 Production Lab IV (at least 1 credit)

Required for Lighting Design emphasis:

**THETR 252** Technical Production Studio I

**THETR 263** Computer-Aided Design for the Theatre

**THETR 351** Production Lab III (as Student Electrician)

**THETR 351** Production Lab III (as Design Assistant)

**THETR 362** Lighting Design Studio I

Upon admission to the program: THETR 451 Production Lab IV (at least 1 credit)

Required for Sound Design emphasis:

**THETR 252** Technical Production Studio I

**THETR 351** Production Lab III (as Student Sound Technician)

**THETR 351** Production Lab III (as Design Assistant)

**THETR 368** Sound Design Studio

Upon admission to the program: THETR 451 Production Lab IV (at least 1 credit)

Required for Technical Direction emphasis:

**THETR 252** Technical Production Studio I

**THETR 256** Technical Production Studio II

**THETR 340** Theatrical Drafting and Technical Drawing Studio

**THETR 351** Production Lab III (as Assistant Technical Director)

**THETR 354** Stagecraft Studio

Upon admission to the program: THETR 451 Production Lab IV (at least 1 credit)

Required for Stage Management emphasis:

**THETR 253** or **THETR 353** Stage Management Lab II or III

**THETR 280** Introduction to Acting

**THETR 370** Stage Management Studio

**THETR 398** Fundamentals of Directing I

Upon admission to the program: THETR 453 Stage Management Lab IV (at least 1 credit)

#### **Acting**

Required for ALL individuals interested in an acting track:

**THETR 151** and **THETR 251** Production Lab I and II (at least 2 combined credits)

**THETR 240/241** Introduction to Western Theatre (1 Semester ONLY)

**THETR 250** Fundamentals of Design and Technology

**THETR 280** Introduction to Acting

Required for Acting emphasis:

**THETR 281** Acting I

**THETR 283** Voice and Speech for Performance or

**THETR 284** Speech and Dialects for Performance

**THETR 380** Acting II

Be accepted into THETR 381 Acting III

#### **Directing**

Required for ALL individuals interested in a directing track:

**THETR 151** and **THETR 251** Production Lab I and II (at least 2 combined credits)

**THETR 240/THETR 241** Introduction to Western Theatre (1 Semester ONLY)

**THETR 250** Fundamentals of Design and Technology

**THETR 280** Introduction to Acting

**THETR 398** Directing I

**THETR 498** Directing II

#### **Playwriting**

Required for ALL individuals interested in a playwriting track:

**THETR 240/THETR 241** Introduction to Western Theatre (1 Semester ONLY)

**THETR 250** Fundamentals of Design and Technology

**THETR 280** Introduction to Acting

Required for Playwriting emphasis:

**THETR 348** Playwriting

**THETR 349** Advanced Playwriting

Students in the advanced undergraduate theatre program may also elect to take THETR 485 (Undergraduate Internship) in addition to or in place of one production assignment.

### **TURKISH**

See Department of Near Eastern Studies.

### **UKRAINIAN**

See Modern Languages under Languages and Linguistics.

### **URDU**

See Modern Languages, under "Hindi" under Languages and Linguistics.

### **VIETNAMESE**

See Modern Languages under Languages and Linguistics.

### **WELSH**

See Modern Languages under Languages and Linguistics.

### **WOMEN'S STUDIES MAJOR**

See "Special Programs and Interdisciplinary Studies."

### **WRITING PROGRAM**

See John S. Knight Writing Program in the section, "Special Programs and Interdisciplinary Studies."

### **YIDDISH**

See Department of Near Eastern Studies.

### **YORUBA**

See Modern Languages under Languages and Linguistics.

### **SPECIAL PROGRAMS AND INTERDISCIPLINARY STUDIES**

#### **Africana Studies and Research Center**

J. Turner, director (255-5218); A. Adams, N. Assié-Lumumba, A. Bekerie, B. Blacksher, K. Bowman, V. Carstens, L. Edmondson, R. Harris, S. Hassan, P. Kaurouma, A. Mazrui, M. Muhammad, A. Nanji, D. Ohadike. Offices: 310 Triphammer Road, 255-4625 or 255-4626.

The Africana Studies and Research Center is concerned with the examination of the history, culture, intellectual development, and social organization of Black people and cultures in the Americas, Africa, and the Caribbean. Its program is structured from an interdisciplinary and comparative perspective and presents a variety of subjects in focal areas of history, literature, social sciences, and African languages including Mandinka, Swahili, and Yoruba.

The center offers a unique and specialized program of study that leads to an undergraduate degree through the College of Arts and Sciences and a graduate degree, the Master of



Professional Studies (African and African-American), through the university's Graduate School.

A student may major in Africana studies; however, another attractive alternative is the center's joint major program. This program enables the student to complete a major in any of the other disciplines represented in the college while at the same time fulfilling requirements for a major in Africana Studies. This requires only a few more credits than is usually the case when one completes a single major course of study. Courses offered by the center are open to both majors and nonmajors and may be used to meet a number of college distribution requirements, including historical/temporal breadth (\*) and geographical breadth (@) requirements, such as freshman writing seminars, language (Mandinka, Swahili, Yoruba), expressive arts, humanities, social sciences, and history.

The center also brings distinguished visitors to the campus, sponsors a colloquium series, and houses its own library.

### The Africana Major

The undergraduate major offers interdisciplinary study of the fundamental dimensions of the African-American and African experiences. Because of the comprehensive nature of the program, it is to the students' advantage to declare themselves Africana majors as early as possible. The following are prerequisites for admission to the major.

Students should submit:

- 1) a statement of why they want to be an Africana studies major;
- 2) a tentative outline of the area of study they are considering (African or African-American) for the undergraduate concentration; and
- 3) a full transcript of courses taken and grades received.

The center's undergraduate faculty representative will review the applications and notify students within two weeks of the status of their request.

After acceptance as a major in the Africana Center, a student must maintain a C+ cumulative average in the center's courses while completing the major program. The Africana major must complete 36 credits in courses offered by the center, to include the following four core courses: AS&RC 205, 231, 290, and 422. Beyond the core courses, the student must take 8 credits of center courses numbered 200 or above and 15 credits numbered 300 or above. The program of an undergraduate major may have a specifically Afro-American focus or a specifically African focus.

### Joint Majors

The center encourages joint majors in the College of Arts and Sciences and in other colleges. Joint majors are individualized programs that must be worked out between the departments concerned. The center's undergraduate faculty representative, Professor Adams, will assist students in the design and coordination of joint major programs. However, in any joint major program, the center will require at least 16 credits be taken in Africana studies courses, including AS&RC 290.

### Double Majors

In the case of double majors (as distinct from joint majors) students undertake to carry the full load of stipulated requirements for a major in each of the two departments they have selected.

### Certificate in African Studies

In conjunction with the Institute for African Development, the Africana Studies and Research Center administers an undergraduate Certificate in African Studies program. The certificate is offered as a minor concentration available to students in all of the undergraduate colleges at Cornell. Many of the courses in the program might be used to fulfill other course distribution requirements. By pursuing this certificate, students acquire an interdisciplinary understanding of Africa. After developing a foundation of knowledge on the culture, society, and development of Africa in the core course "Africa: The Continent and Its People," students pursue 15 credit hours in a humanities or development studies track or a combination of the two, including an additional core course, either "African Civilizations and Cultures" or "Contemporary African Development Issues." The requirements for the certificate are a minimum of 18 credit hours, including the core courses. Students interested in the certificate program must contact Professor Adams (the center's undergraduate faculty representative) who will register them in the program and assign them a faculty adviser from their own college. The faculty adviser will be responsible for determining completion of the certificate requirements.

**Honors.** The honors program offers students the opportunity to complete a library research thesis, a field project in conjunction with a report on the field experience, or a project or experiment designed by the student. The requirements for admission to the honors program for all students—regular majors, joint majors, and double majors—are a B+ cumulative average in all courses and a B+ cumulative average in the center's courses. Each student accepted into the honors program will have an honors faculty committee consisting of the student's adviser and one additional faculty member, which is responsible for final evaluation of the student's work. The honors committee must approve the thesis or project before May 1 of the student's junior year. The completed thesis or project should be filed with the student's faculty committee by May 10 of the senior year.

### Distribution Requirement

Two Africana Studies and Research Center courses from the appropriate group may be used in fulfillment of the following distribution requirements:

Social sciences: AS&RC 171, 172, 190, 191, 208, 231, 280, 290, 344, 345, 346, 351, 352, 400, 410, 420, 451, 460, 481, 484, 485, 495, 550, 551.

History: AS&RC 203, 204, 205, 283, 344, 350, 360, 370, 380, 381, 405, 460, 471, 475, 482, 483, 490, 510.

Humanities: AS&RC 202, 211, 219, 422, 425, 450, 455, 525.

Expressive arts: AS&RC 209, 285, 303, 425, 430.

Freshman writing seminars: AS&RC 100.

### Language Requirement

Courses in Mandinka, Swahili, and Yoruba may be used to satisfy the College of Arts and Sciences language requirement. Successful completion of the Mandinka or Yoruba series AS&RC/DMLL 121, 122, 123 provides qualification, and study through 203 in either language provides proficiency. In Swahili, successful completion of AS&RC 131, 132, 133, and 134 provides qualification, and the addition of 204 provides proficiency. AS&RC majors are not required to take an African language, but the center recommends the study of one to complete the language requirement.

### Courses

**AS&RC 121 Sec 01 Elementary Yoruba**  
V. Carstens and staff.

For description, see YORUB 121.

**AS&RC 122 Sec 01 Elementary Yoruba (also YORUB 122)**

Spring. 4 credits. Prerequisite: AS&RC 121, Sec. 01. V. Carstens and staff.

Foundation provided in all basic language skills, with an emphasis on speech and aural comprehension. Classes provide speaking and listening practice.

**AS&RC 123 Sec 01 Continuing Yoruba**  
Fall. V. Carstens and staff.

For description, see YORUB 123.

**AS&RC 131 Swahili**

Fall. 4 credits. A. Nanji.

Beginner's Swahili. Part 1—Grammar. Requires no knowledge of language.

**AS&RC 132 Swahili**

Spring. 4 credits. Prerequisite: Swahili 131. A. Nanji.

Continued study of the basic grammatical formation of the language and the introduction of reading material ranging from songs to short stories. A great many drills help develop the student's comprehension. Swahili tapes are highly used.

**AS&RC 133 Swahili**

Fall. 4 credits. Prerequisites: Swahili 131 and 132. A. Nanji.

Advanced study in reading and composition.

**AS&RC 134 Swahili**

Spring. 4 credits. Prerequisite: Swahili 133. A. Nanji.

In this course of the sequence more emphasis is placed on the development of reading ability and the acquisition of writing skills. Students are expected to read and comprehend selected Swahili stories and write compositions on chosen topics. Ample consideration is given to oral practice in the classroom.

**AS&RC 171 Black Families and the Socialization of Black Children**

Fall. 3 credits. P. Kaurouma.

This course provides an examination of the evolution of the Black family from its roots in Africa, the evolution of family forms, the impact of social policy, and a consideration of the literature stressing family well-being. Among the major topics considered will be male/female relationships, childbearing and parental roles, the extended family, economic and health issues. The component of the course focusing on youth will primarily cover child and adolescent development.

**AS&RC 172 The Education of Black Americans: Historical and Contemporary Issues**

Spring. 3 credits. P. Kaurouma.

This course will be devoted to the history of educating Black Americans. Considerable attention will be given to contemporary issues. The major topics of focus will include an examination of the debates concerning the type of the education needed, public and private schooling efforts, the Africana Studies movement, community control issues, busing, affirmative action, re-segregation debates and new initiatives in education including vouchers, and charter schools.

**AS&RC 191 Africa: The Continent and Its People @**

Fall. 3 credits. L. Edmondson.

An introductory interdisciplinary course focusing on Africa's geographical, ecological, and demographic characteristics; indigenous institutions and values; the triple cultural heritage of Africanity, Islam, and Western civilization; main historical developments and transitions; contemporary political, economic, social, and cultural change. Africa's ties with the United States (from trans-Atlantic slavery to the present), its impact on the emerging world order, and its contribution to world civilization will also be explored.

**AS&RC 202 Swahili Literature @**

Fall. 4 credits. Prerequisite: Swahili 134. A. Nanji.

Students gain mastery over spoken Swahili and are introduced to the predominant Swahili literary forms.

**AS&RC 203 Sec 01 Intermediate Yoruba (also YORUB 203) @**

Spring. 3 credits. Prerequisite: AS&RC 123, Sec. 01. V. Carstens and staff.

Intermediate conversation, grammar and composition.

**AS&RC 204 History and Politics of Racism and Segregation**

Spring. 4 credits. Staff.

The course will deal with historical and/or contemporary patterns of racism and segregation using South Africa and the United States as case studies. The study will be undertaken within a theoretical framework that broadly defines racism and segregation and their implication.

**AS&RC 205 African Civilizations and Culture # @**

Spring. 3 credits. D. Ohadike.

May be used for history requirement. This course is concerned with the development of African civilizations and cultures from the earliest times to the present day, together with their contributions to world history. The aim is to promote the understanding of Africa and the appreciation of its cultural forms through the study of the continent's social, political, and economic structures. The approach is multidisciplinary. The course deals with the civilizations of North Africa, the Nile Basin, Ethiopia, (examples: Carthage, Egypt, Kush, and Meroe); and the kingdoms and empires of Sub-Saharan Africa (examples: Ancient Ghana, Mali, Songhai, Oyo, Benin, Kongo, and Nwene Mutapa); African kinship systems; religions; healing systems, music, dance, political philosophy, and mechanisms of social control. The course also looks at the impact of Islam and Christianity on the development of African cultures.

**AS&RC 231 African American Social and Political Thought**

Spring. 3 credits. J. Turner.

This is an introductory course that will review and analyze the major theoretical and ideological formulations developed and espoused by African-Americans in the struggle for liberation. This semester we will focus specifically on the political philosophy and historical significance of Malcolm X, and the work and movement of Marcus Garvey, as the prime movers of nationalism and pan-Africanism among Black people in this century. Such themes as slave resistance, nationalism, Pan-Africanism, emigration, anti-imperialism, socialism and internal colonialism, and the political and social views of Black women will be discussed. Black political thought will be viewed in its development as responses to concrete conditions of oppression and expression.

**AS&RC 271 Introduction to African Development (also CRP and Government 271) @**

For description, see CRP 271.

**AS&RC 280 Racism in American Society**

Fall. 3 credits. D. Barr and J. Turner.

This course will be a topical treatment of the history and theory of racism in the United States. The course will begin with an examination of basic concepts and theories of racism. From there we will examine the history of racial groups in America, African-Americans, Native Americans, Asian Americans, and the Hispanic groups. Particular attention will be paid to the political economy of racism and the sociological and the psychological aspects of race relations in America, with specific reference to the differences and intersections of race, class, gender, and ethnicity.

**AS&RC 285 Black Theater and Dramatic Literature**

Fall. 3 credits. K. Bowman.

This course is an introduction to the history and literature of African American Drama at times incorporating drama from other parts of the African diaspora. It also provides an opportunity for students to cultivate an interest in individual and group presentation of Black dramatic materials. Students who successfully complete this course will be granted preference for the limited enrollment in AS&RC 425 (Advanced Seminar in Black Theatre and Dramatic Literature), which produces a public performance in the spring.

**AS&RC 290 The Sociology of the African-American Experience**

Fall. 3 credits. J. Turner.

This is an introductory course to the field of Africana Studies. It assumes a historical/sociological approach to the examination of the African-American experience. The course surveys the African beginnings of human kind and the classical role of Black people in world civilization and the making of early culture. The course treats issues in the humanities, social sciences, and history. This course is required for all undergraduate students majoring at the Africana Center.

**AS&RC 304 African American Art**

Spring. 3 credits. S. Hassan.

This course investigates the different forms of African American visual artistic traditions in relation to their historical origins and socio-cultural context from the early days of slavery to the present time. The course will start with an overview of African art and the experi-

ences of the Middle Passage and slavery in relation to African American traditions in the decorative arts including: pottery, architecture, ironwork, quiltmaking, basketry. This is followed by a fine art survey starting with the eighteenth and nineteenth centuries, continuing through the early twentieth-century Harlem Renaissance up to the present. Certain issues related to African American arts and creativity such as "improvisation," "Black Aesthetic," and "Pan Africanism" will also be explored. Slides, films, film strips will be used extensively to illustrate topics discussed. Visits to museums and relevant current exhibitions may be arranged.

**AS&RC 310 Art in African Culture and Society @**

Fall. 3 credits. S. Hassan.

This course is a survey of the visual art and material cultural traditions of sub-Saharan Africa. It aims at investigating the different forms of visual artistic traditions in relation to their historical and sociocultural context. The symbolism and complexity of traditional African art will be explored through the analysis of myth, ritual, and cosmology. In-depth analysis of particular African societies will be used to examine the relationship of the arts to indigenous concepts of time, space, color, form, and sociopolitical order. New and contemporary art forms associated with major socioeconomic changes and processes of assimilation and acculturation will also be explored. These include tourist art, popular art, and elite art.

**AS&RC 311 Government and Politics in Africa @**

Fall. 3 credits. A. Mazrui.

Power and political participation in Africa. The colonial background and its political consequences. The pre-colonial continuities in the post-colonial politics. Ethnicity and allegiance in the African polity. The monarchical tendency in African political culture. From the warrior tradition to the military coup in the post-colonial era. From the elder tradition to presidential gerontocracy. From the sage tradition to intellectual meritocracy. Class *versus* ethnicity in African politics. The one-party *versus* the multiparty state. Socio-cultural *versus* socio-economic ideologies. The gender question in African politics. The soldier and the state. The African political experience in a global context.

**AS&RC 362 Global Perspectives on Gender**

Spring. 4 credits. N. Assiê-Lumumba.

The course will examine how forms of gender inequality have been shaped by international forces and structured by differences in national histories. The class will be taught by a rotating set of two faculty members from different departments. Contingent on the particular faculty member directing the course, the class will consider such issues as cross-cultural perspectives on gender; the history of work and family life in different societies; the gendered division of labor in local, national, and international economies; the impact of colonialism; the organized efforts of women to define gender relations; the role of the state in constructing an engendered economy and polity.

**AS&RC 370 African American History: The Twentieth Century**

Spring. 3 credits. R. Harris.

Examines the transition of African Americans from countryside to city through the process

of migration and urbanization and their transformation into industrial laborers. Probes the transition from segregation to civil rights through the process of protest and the transformation of African Americans from second-class into first-class citizens. The purpose is to understand historical antecedents for the current socioeconomic, political, and cultural status of African Americans.

**AS&RC 380 African History: Earliest Times to 1800 # @**

Fall. 3 credits. A. Bekerie.

This course covers the history of Africa from the origins of humankind, through the emergence of small-scale societies and state systems, such as Egypt, Meroe, Mali, Bunyoro, the Swahili city-states and the Luba-Lunda complex, that had regional and international significance. Emphasis is placed on understanding the way in which historic ecological conditions, political developments, and religious change affected gender, class, and ethnic relations within these societies and their relations with other societies. The course also examines Africa's interaction with Islamic and European cultures up to 1800.

**AS&RC 381 African History, 1800-Present @**

Spring. 3 credits. D. Ohadike.

This is a survey of African history in the nineteenth and twentieth centuries. Important topics include the European scramble and partition of Africa, resistance to European colonial conquest, African societies in the colonial period, independence and liberation movements, the rise of military regimes, gender relations and food security, the IMF and the debt crisis.

**AS&RC 404 Afrocentricity: Paradigm and Critical Readings**

Fall. 4 credits. A. Bekerie.

What is Afrocentricity? It is a theoretical framework designed to study and interpret the histories and cultures of peoples of Africa and African descent by locating them at the center of their experiences. In other words, it is a method of knowing the life experiences of African peoples from the inside out. The course will examine—through the writings of Asante, Keto, Clarke, Jean, Myers, Amin, Mazrui, Gates, Appiah, Richards, Schlesinger and Thiongo—the conception and depth of the paradigm, its relevance in the production and utilization of knowledge, particularly emancipatory knowledge, the history of the paradigm, and the debate it generates among a wide range of thinkers and scholars.

**AS&RC 410 African American Politics**

Spring. 4 credits. J. Turner.

The central thesis of African American politics has been its movements for political change and democratic access and human rights. This development since the seventeenth century is a complex political legacy. This course will conduct a close study of African American political practice and theoretical analysis of the American political system. Implications of the political systems for prospects and limitations to participation by Black people will be analyzed. Critical historical stages in the process of Black politics will be examined. The development of electoral offices in federal and statewide politics, and the significant urban political power bases giving rise to African American mayoralty politics in critical industrial centers, as well as rural hamlets will center the course. Presidential politics—the Jesse Jackson

campaigns—and new political formations including Black Republicans/conservatives will constitute the emphasis on contemporary events. The course will review the development of the literature in African American politics.

**AS&RC 420 Public Policy and the African American Urban Community**

4 credits. J. Turner.

The socioeconomic conditions of the African American urban community will be the central focus of the course. Community development models will be explored in relationship to the social needs of the African American population. The changing configuration of internal organization of the African American community nationally will be examined.

**AS&RC 422 African Literature @**

Spring. 4 credits. A. Adams.

May be used for Humanities Requirement. With such great focus, both inside and outside Africa, on issues of Africa's "development," what place does "literature" take? Is African literature influencing or influenced by the mundane realities of daily living faced by African people? Or does African literature concern itself with philosophical ideas and ideals that transcend those realities to embrace the general human condition? Or, does it do both? The texts that we will be reading this course will be approached in terms of these issues of "African development" and "the universal human experience."

**AS&RC 425 Advanced Seminar in Black Theater and Dramatic Literature**

Spring. 4 credits. Enrollment limited. K. Bowman.

This course will be devoted to the study, rehearsal, production, and public performance of a play or plays drawn from the annals of Black American dramatic literature. Students will participate in all the various phases and categories of theatrical production, from acting to production crews to theater group management. A field trip to a Black Theater attraction in New York City will also be arranged if possible. Students who have successfully completed AS&RC 285 (Black Theater and Dramatic Literature) will be granted preference for the limited enrollment in this course.

**[AS&RC 435 African Cinema (also Society for the Humanities 435) @**

Spring. 4 credits. Not offered 1996–97.

Next offered spring 1998. S. Hassan.

This course offers an overview of African cinema and filmmaking. It surveys historically the evolution of African cinema from its early days to the present. Through screening of selected African films, different trends within African cinema will be explored, such as "Return to the Sources" and the rediscovery of the pre-colonial past; the "Social Realist" narrative and critique of post-independence Africa; reconstructing the story of colonialism from the perspective of the colonized; and the entertainment genre. Techniques, style, and aesthetics of African cinema will also be discussed. The course offers a unique opportunity of looking at African culture and society, and at issues of social change, gender, class, tradition, and modernization through African eyes.]

**AS&RC 451 Politics and Social Change in the Caribbean @**

Fall. 4 credits. L. Edmondson.

A study of the historical, geostrategic, political, economic, and social (including racial and cultural) forces bearing on the domestic and international experiences of Caribbean societies. Special attention will be given to conflicting definitions and perceptions of the Caribbean; contending theories of Caribbean social structure and models of development; the continuing salience of struggles for change and transformation; prospects of regional integration; and Caribbean challenges to the global system, especially with regard to the region's relations with the United States and the region's position in the Third World in the context of the North-South cleavage.

**AS&RC 455 Modern Caribbean Literature @**

Fall. 4 credits. A. Adams.

This course will examine the prose literature of the Caribbean islands. Through the reading of several novels and short stories from the various languages and cultural strains that comprise the Caribbean societies, students will study the points of commonality and the diversity within this body of literature. The recurrence of certain historical, social, and cultural issues that have formed the multi-ethnic Caribbean peoples will be analyzed in their varying manifestations across the linguistic and other boundaries to uncover the underlying shared experience.

**[AS&RC 459 Educational Innovations in Africa and the African Diaspora (also Social Sciences 459 and Women's Studies 459) @**

Fall. 4 credits. Not offered 1996–97.

N. Assié-Lumumba.

This course deals with theories and concepts of planned change for social development and their application to educational innovations geared to promoting equal opportunity based on gender, race, and class in Africa and the African diaspora. The first part of the course will be concerned with the stage of innovations from their inception to their implementation, resistance, diffusion and impact on different social categories. The second part of the course will deal with concrete cases of educational innovations such as the creation of educational institutions and change in curriculum development and medium of instruction. Historical and contemporary cases of educational innovations will be presented and analyzed. The case studies include the development of African Studies as a discipline, the creation and expansion of historically black institutions such as Lincoln University in Pennsylvania, Tuskegee Institute in Alabama, Spelman College in Georgia, and the Westside Preparatory School of Chicago. The African cases to be studied include education for self-reliance in Tanzania, African languages as a medium of instruction in Nigeria and Mali, and television as a medium of instruction in Cote d'Ivoire. Gender will be a main focus in the analysis of the agents and beneficiaries of the innovations.]

**AS&RC 462 The Black Church: Resistance and Empowerment**

Spring. 4 credits. P. Kaurouma.

The course will be devoted to the study of the Black Church historically as the most viable institution in African American life. Consideration will be given to the African spiritual heritage, development of the rural and metropolitan churches, leadership in the

church, the African American worship experience, the range of issues and challenges confronting the church's future and the emergence of non-Christian Black churches. The instructor's lectures will be supplemented by audio-visuals and class discussion.

**AS&RC 475 Black Leaders and Movements in African-American History**

Fall. 4 credits. R. Harris.

Analyzes the personalities, ideas, and activities central to the struggle for African-American liberation from the eighteenth-century to the present. Examines theories of leadership and the structure of protest movements with the goal of understanding current leadership needs and trends among African Americans.

**[AS&RC 478 Family and Society in Africa (also Women's Studies 478) @**

Fall. 4 credits. Not offered 196-97.

N. Assié-Lumumba.

The family as a social institution is structured according to socio-economic, historical, political, and cultural specificities. The topics to be discussed include the concepts of nuclear and extended family, the place and role of different age-groups and generations in the family, marriage and related issues, such as dowry, divorce, parenthood, childrearing, gender roles, class differences, "family planning." The course also deals with the impact of westernization, urbanization, and modern economy on the structure of the family in Africa. Finally, the course addresses the legacy of African family values in the African diaspora. Examples will be drawn from urban and rural communities.]

**AS&RC 479 Women & Gender Issues in Africa (also Women's Studies 479) @**

Spring. 3 credits. N. Assié-Lumumba.

There are two contrasting views of the status and role of women in Africa. One view portrays African women as dominated and exploited by men. According to another view women have a favorable social position in Africa: indigenous ideologies consider women to be the foundation of society, economically active and independent, possessing an identity independent of men. In this seminar we will discuss the status and role of women in Africa historically as well as in the contemporary period. Among the topics to be covered are: women in non-westernized/precolonial societies, the impact of colonial policies on the status and position of women, gender and access to schooling, women's participation in the economy and politics, the attitudes of African women toward feminism, and the 1985 NGO and the United Nations Nairobi Conferences on women.

**AS&RC 483 Themes in African History: Resistance Movements @ #**

Fall. 4 credits. D. Ohadike.

This course deals with African resistance to European colonial conquest and domination. It examines the organization, strength, and historical importance of the resistance and liberation movements in Africa, together with their linkages with the civil rights movement in the United States. Use will be made of films for illustrative purposes.

**[AS&RC 484 Political and Social Change in Southern Africa**

Fall. 4 credits. Not offered 1996-97.

L. Edmondson.

The focus of the course is on escalating conflicts and ongoing transformations in South Africa and the increasingly salient issue of United States relations with the apartheid regime. Topical emphases include: the heightening contradictions of apartheid; the rising tide of Black resistance; women under and against apartheid; South Africa's relations with its neighbors; geo-political, economic and racial dimensions of the American connection; the history: divestment debate; the Reagan administration's "constructive engagement" policy under challenge. Instructor's lectures will be supplemented by films, class discussions and guest lectures.]

**AS&RC 498-499 Independent Study**

Hours to be arranged. 498-fall;

499-spring. Africana Center faculty.

For students working on special topics, with selected reading, research projects, etc., under the supervision of a member of the Africana Studies and Research Center faculty.

**AS&RC 501 Global Africa: Comparative Black Experience @**

Spring. 4 credits. A. Mazrui.

This seminar will address two diasporas in the Black experience. The *diaspora of enslavement* concerns slaves and descendants of slaves in both the Western and Eastern Diaspora. The *diaspora of colonization* concerns demographic dispersal as a result of colonialism. African-Americans are in their majority part of the Diaspora of Enslavement. Recent Algerian immigrants into France are part of the Diaspora of Colonization. Jamaicans and Trinidadians in Britain are part of a *double diaspora*—products of both enslavement and colonialism. The course will address these areas of Black comparison: Comparative Slavery—A Triple Heritage; Race and Race Mixture in Four Traditions; Comparative Emancipation from Slavery; Comparative Liberation from Colonialism; Comparative Struggle for Civil Rights; The Gender Question in Global Africa; Comparative Quest for Global Equality.

**[AS&RC 502 Education and Development in Africa @**

Spring. 4 credits. Not offered 1996-97.

Next offered spring 1998.

N. Assié-Lumumba.

In the 1950s and 1960s, the human capital theory that emphasizes the importance of formal education for achievement of full productive potential of individuals and countries enjoyed a renewed popularity. African countries promoted educational expansion with the expectation that it would lead to socio-economic development. The initial euphoria, however was followed by skepticism and then disillusion. Education began to be perceived even as a hindrance to development. This course examines the relationship between formal education and individual and national development. In this seminar, different paradigms of development including modernization and dependency theories and Third World Forum are presented with an emphasis on the perceived and actual roles of education in individual and national development.]

**AS&RC 503 African Aesthetics @**

Fall. 4 credits. S. Hassan.

The goal of this course is to investigate in depth the principles of aesthetics and philosophy of African visual arts. The course will offer a critical survey of the different writings and the growing body of research on

this relatively new area of inquiry. The objectives of the course are to review how African aesthetics has been studied to date, to provide a critical analysis of the different approaches to the subject and related issues, and to suggest future directions of research. In-depth analysis of particular African societies will be used to examine the relationship of arts and aesthetics to indigenous concept of time, space, color, form, and sociopolitical order. In addition, issues related to African aesthetics and arts such as style, gender, class, and social change will also be explored.

**AS&RC 504 Political Change in Africa**

Fall. 4 credits. A. Mazrui.

The study of Africa can be approached either dialectically (focusing on the tension between opposing forces) or thematically (focusing on themes as chapters of experience). This course will borrow from both those approaches. In their class assignments and examinations students are free to use either approach.

The first approach will explore the dialectic between continuity and change; tradition and modernity; dependency and liberation; foreign and indigenous influences; anarchy and order; political decay and political development; democracy and authoritarianism; socialism and capitalism. The thematic approach will examine African Nationalism; race consciousness and Pan-Africanism; political parties and interest groups; executive power; ethnicity in politics; class-formation; civil-military relations; economic and cultural dependency; sub-regional and continental Pan-Africanism; crisis of the African state; and Africa in World Politics.

**AS&RC 510 Historiography and Sources: The Development of African-American History**

Spring. 4 credits. Prerequisite: upperclass or graduate standing or permission of instructor. R. Harris.

Studies the way Black historians in particular have explained the African-American past. Examines the development of writing on African-American history from the earliest writers to the present. Seeks to determine the principles for interpreting African-American history. Acquaints participants with the methodologies and sources central to understanding the African-American experience.

**AS&RC 530 Womanist Writing in Africa and the Caribbean @**

Spring. 4 credits. A. Adams.

Theoretical essays on the nature, relevance, and articulation of feminist thought from African and Caribbean writers will complement literary texts. Gender issues, as manifested both at home and in emigrant situations abroad will be examined in texts by such writers as Sistren, Conde, Dangaremba, Aidoo, Warner-Vieyra, Ba, Emecheta, Kincaid, W. Mandela. (Francophone works may be read in the original by individuals who so desire.)

**AS&RC 598-599 Independent Study**

598-fall; 599-spring. Variable credit. For all graduate students.

**AS&RC 602 Research, Theory and Methodology in African Studies**

Spring. 4 credits. Faculty.

This course, which will be conducted as a seminar, is designed for first-year AS&RC graduate students. It will cover basic research



design, methodology and means of gathering and organizing data and will also address specific issues related to research and theoretical discourse in African, Caribbean, and African American humanities and social sciences.

The course will be coordinated and supervised by one professor (the Director of Graduate Studies or by rotation) but team-taught by three or four faculty per semester. Each participating faculty will be responsible for a topical *segment* of the course related to her/his areas of specialization or an area of interest pertaining to theory and methodology of Africana Studies.

Readings will be assigned and distributed in advance before each faculty presentation, to allow students to prepare for discussion. This course will allow first-year graduate students wider exposure to faculty and to the field of Africana Studies early in their tenure in the program, and thus help them make an informed decision regarding faculty adviser and topic for their thesis. Each student will be required to produce a bibliographic essay related to his/her thesis topic, and a fully developed thesis proposal as an end product of the course.

#### **AS&RC 698-699 Thesis**

698, fall; 699, spring. Limited to Africana Studies and Research Center graduate students.

### **Agriculture, Food, and Society Concentration**

A. G. Power, coordinator; G. Altschuler, M. M. Devine, emeritus; M. J. Esman, J. Fessenden MacDonald, C. C. Geisler, A. Gillespie, B. Ginsberg, D. J. Greenwood, S. L. Kaplan, D. R. Lee, T. J. Lowi, T. A. Lyson, P. L. Marcus, P. McMichael, V. Nee, D. I. Owen, D. Pimentel, N. T. Uphoff, D. Usner. Office: 275 Clark Hall, 255-6042.

Agriculture, Food, and Society is an interdisciplinary concentration that is designed to introduce students to the study of agricultural and food issues from diverse perspectives within the liberal arts. The Agriculture, Food, and Society concentration seeks to make available to students a coherent program of study in which the role of agriculture in modern or prehistorical-historical and developed or developing societies can be understood in biological, social, scientific, and humanistic perspective. The concentration draws upon courses in several colleges—in particular, the Colleges of Arts and Sciences, Agriculture and Life Sciences, and Human Ecology.

The concentration is administered by a committee, the members of which are drawn from the faculty associated with the concentration. The members of this committee include faculty from each of the major colleges from which courses in the concentration are drawn. The work of the committee is supported administratively through the Biology and Society Major. The office of the Biology and Society Major (275 Clark Hall) also provides a central location for students to receive information about relevant course offerings, upcoming seminars and presentations, faculty interests, and so on.

#### **Basic Requirements**

The requirements for the Agriculture, Food, and Society concentration are designed to

ensure a broad background in the biological, socioeconomic, and humanistic dimensions of agricultural and food issues. These requirements include foundation courses in biology; the Senior Seminar BioS/B&Soc/S&TS 469, Food, Agriculture, and Society; plus a minimum of five electives totaling 15 credits drawn from the courses offerings.

Students enrolling in the Agriculture, Food, and Society concentration should take the following foundation courses in biology to prepare themselves for course work in agricultural science: a two-semester introductory biology sequence selected from Biological Sciences 109/110, 105/106, or 101-104. (Advanced placement in biology with a score of 4 or 5, or Biological Sciences 107/108, offered during the eight-week Cornell summer session, also satisfies the biological sciences requirement). These courses may be used to meet group 1 (physical or biological sciences) distribution sequence requirements in the College of Arts and Sciences.

It is recommended (but not required) that students in the Agriculture, Food, and Society concentration elect one or more freshman writing seminars with agriculturally related content to meet basic college requirements for graduation. The electives for the concentration, from which a minimum of five courses and 15 credits must be taken, are organized into three groups: agricultural and nutritional science, humanities, and social science/history. Students must select one agricultural and nutritional science course, one humanities course, and three social science or history courses. A maximum of six of the 15 credits may be earned in 100-level courses.

In addition, students are required to take the senior seminar, B&Soc/BioSci/S&TS 469, Food, Agriculture and Society. Adjustments to these and other requirement of the concentration may be made with the approval of the student's Agriculture, Food, and Society faculty adviser.

### **American Studies**

J. Porte, chair and director of undergraduate studies; G. Altschuler, S. Blumin, L. Brown, J. Brumberg, M. Kammen, I. Kramnick, T. Lowi, B. Maxwell, D. McCall, R. L. Moore, R. Polenber, N. Salvatore, S. Samuels, M. E. Sanders, J. Silbey, S. Wong. Emeritus: F. Somkin, S. C. Strout

#### **The Major**

The major in American Studies, appropriate for a wide variety of future professions, is basically a program of coordinated study in the history, literature, and politics of the United States. The prerequisites are two courses from the following: American Studies 101, American Studies 102, English 275, English 268, Government 111. Students who contemplate becoming American Studies majors are encouraged to speak with the chair as early as possible to arrange for a major adviser.

In consultation with their advisers, American Studies majors elect, in addition to the prerequisites, 36 credits (or nine courses) of work in American history, American literature, and American government. Their work must include courses in all of the three large periods into which the nation's development can be divided (defined for the purposes of the program as colonial, nineteenth century,

and twentieth century). To gain both breadth and depth, they select as an area of concentration either a single period (or the connections between two of the periods) and take 1) at least 16 credits in one period and at least 8 credits in each of the other two, or 2) at least 12 credits in each of the two periods whose connections constitute the focus of the study and at least 8 credits in the third. Each student must take one of the adviser-approved seminars at the 400 or 600 level. When the subject matter is appropriate, such a seminar may count toward the satisfaction of the period requirements. Students divide their work among history, literature, and politics in whatever proportion serves their interests, so long as their advisers consider their programs to be well-balanced. No more than 18 credits may be in any one department.

Beyond the basic core requirements for the major, 8 credits of work in the history or literature or both of another culture are required; students are also encouraged to take at least 4 credits in American thought, society, or culture studies from the perspective of another discipline such as anthropology, economics, history of art, or sociology. (This last 4-credit supplement may be satisfied outside the college.)

Courses in American history that will satisfy the 36-credit requirement are offered by the Department of History; those in American literature are offered by the Department of English, the Department of Theatre Arts, and the Africana Studies and Research Center; those in American government are offered in the Department of Government. Occasionally a course that fits an individual student's program may be offered elsewhere. Substitution will depend on the adviser's approval. Advisers determine what courses count for the interdisciplinary seminar.

**Honors.** Candidates for honors must maintain an average of B+ in courses pertinent to the major. To be eligible for a degree with honors in American Studies, a student must in the senior year write an honors essay for American Studies 493, Honors Essay Tutorial, and take an oral examination in the declared area of special interest.

**Cornell-in-Washington Program.** American Studies majors may apply to the Cornell-in-Washington program to take courses and participate in a closely supervised externship during a fall or spring semester. For further information, see Interdisciplinary Centers, Programs, and Studies or inquire at 471 Hollister Hall, 255-4090.

#### **[AM ST 101 Introduction to American History #**

Fall. 3 credits. Not offered 1996-97. Next offered 1997-98.]

#### **[AM ST 102 Introduction to American History**

Spring. 3 credits. Not offered 1996-97. Next offered 1997-98.]

#### **[AM ST 201 Popular Culture in the United States 1900-1945**

Fall. 4 credits. Not offered 1996-97.

American Studies 201 will deal with American popular culture in the period between 1900 and the end of World War II. As we examine best-sellers, films, sports and television, radio, ads, newspapers, magazines and music, we will try to better understand the ways in which popular culture shapes and/or reflects

American values. The course will also depict popular culture as "contested terrain," the place where social classes, racial and ethnic groups, women and men, the powerful and the less powerful, seek to "control" images and themes. Topics for 201 include: the Western; Cultural Heroes and the Cult of Individualism in the 1920s; The Hays Code and the Black Sox Scandal; Mae West and the "New Women"; Advertising in an Age of Consumption; Gangsters and G-Men; Jackie Robinson and the American Dilemma.]

**AM ST 202 Popular Culture in the United States 1945 to Present**

Fall. 4 credits. TBA. G. Altschuler. American Studies 202 will treat the period from 1945 to the present. As we examine best-sellers, films, sports and television, radio, ads, newspapers, magazines and music, we will try to better understand the ways in which popular culture shapes and/or reflects American values. The course will also depict popular culture as "contested terrain," the place where social classes, racial and ethnic groups, women and men, the powerful and the less powerful, seek to "control" images and themes. Topics for 202 include: The "Honeymooners" and 1950's Television; soap operas; "Gross-out" movies; Elvis, The Beatles, and Guns 'n Roses; Gothic Romances; People Magazine and USA Today.

**[AM ST 258 Historical Development of Women as Professionals, 1800 to the Present (also Human Development and Family Studies 258, History 238, and Women Studies 238)]**

Fall. 3 credits. Not offered 1996-97.]

**[AM ST 260 Introduction to American Indian Literature (also English 260)]**

3 credits. Not offered 1996-97.]

**AM ST 262 Asian American Literature (also English 262 and Asian American Studies 262)**

Fall. 3 credits. TBA. Staff.

**[AM ST 267 American Literary Identities: Nineteenth Century (also English 267)]**

3 credits. Not offered 1996-97.]

**[AM ST 269 Topics in American Indian Literatures: Native Cultural Studies (also English 269)]**

4 credits. Not offered 1996-97.]

**AM ST 275 The American Literary Tradition (also English 275)**

Fall, spring. 3 credits. TBA. Fall, B. Maxwell; spring, J. Bishop.

**[AM ST 276 Literature in Cold War Culture, 1945-1960 (also English 276)]**

4 credits. Not offered 1996-97.]

**AM ST 291 American 1920s: Literature and Culture (also English 291)**

Spring. 4 credits. TBA. B. Maxwell.

**[AM ST 302 Social Movements in American Politics (also Government 302)]**

Fall. 4 credits. Not offered 1996-97.]

**AM ST 304 American Culture in Historical Perspective (also History 304)**

Fall. 4 credits. TBA. M. Kammen.

**[AM ST 311 Structure of American Political History (also History 311)] #**

4 credits. Not offered 1996-97.]

**[AM ST 312 Structure of American Political History (also History 312)]**

4 credits. Not offered 1996-97.]

**AM ST 316 The American Presidency (also Government 316)**

Fall. 4 credits. TBA. E. Sanders.

**[AM ST 330 The Age of Jackson, 1815-1850 (also History 330)] #**

4 credits. Not offered 1996-97.]

**AM ST 331 American Civil War and Reconstruction, 1850-1877 (also History 331) #**

Spring. 4 credits. TBA. J. H. Silbey.

**AM ST 332 The Urbanization of American Society: 1600 to 1860 (also History 332) #**

Fall. 4 credits. TBA. S. Blumin.

**AM ST 333 The Urbanization of American Society: 1860 to 2000 (also History 333)**

Spring. 4 credits. TBA. S. Blumin.

**[AM ST 336 The American Ethos of Entrepreneurialism: Capitalism and Society in Developing America, 1607-1877 (also History 336)] #**

4 credits. Not offered 1996-97.]

**[AM ST 337 Entrepreneurialism and Organization in the Age of the Corporation: Capitalism and Society in Modern America, 1840-2000 (also History 337)]**

Spring. 4 credits. Not offered 1996-97. Next offered 1998-99.]

**[AM ST 345 Intellectual/Cultural Life of Nineteenth-Century Americans (also History 345 and Religious Studies 345)] #**

Fall. 4 credits. Not offered 1996-97. Next offered 1997-98.]

**[AM ST 346 Modernization of the American Mind (also History 346)]**

Spring. 4 credits. Not offered 1996-97. Next offered 1997-98.]

**AM ST 359 American Families in Historical Perspective (also Human Development and Family Studies 359, Women Studies 357, and History 359)**

Spring. 3 credits. TBA. J. Brumberg.

**AM ST 360 Painting and Everyday Life in Nineteenth-Century America (also History of Art 360)**

Fall. 4 credits. TBA. L. L. Meixner.

**AM ST 361 Early American Literature (also English 361) #**

Fall. 4 credits. TBA. J. Porte.

**AM ST 362 The American Renaissance (also English 362)**

Spring. 4 credits. TBA. S. Samuels.

**[AM ST 364 American Literature Between the Wars (also English 364)]**

4 credits. Not offered 1996-97.]

**[AM ST 365 American Literature Since 1945 (also English 365)]**

4 credits. Not offered 1996-97.]

**AM ST 366 The Nineteenth-Century American Novel (also English 366)**

Fall. 4 credits. TBA. D. McCall.

**[AM ST 367 The Modern American Novel (also English 367)]**

4 credits. Not offered 1996-97.]

**AM ST 369 Survey of African American Literature to 1917 (also English 369)**

Spring. 4 credits. TBA. L. Brown.

**AM ST 371 American Poetry to 1950 (also English 371)**

Fall. 4 credits. TBA. R. Gilbert.

**AM ST 374 19th-Century American Women Writers (also English 374 and Women's Studies 374) #**

Spring. 4 credits. TBA. L. Brown.

**AM ST 376 American Political Thought from Madison to Malcolm X (also Government 366) #**

Spring. 4 credits. TBA. I. Kramnick.

**AM ST 398 Independent Research**

Fall and spring. 1-4 credits. By permission only. J. Porte.

**AM ST 399 Readings in American Studies**

Fall and spring. 1-4 credits. By permission only. J. Porte.

**AM ST 411 Seminar: American Political History (also History 411)**

Fall. 4 credits. Offered in Cornell-in-Washington Program. J. H. Silbey.

**[AM ST 417 History of Female Adolescence (also Human Development and Family Studies 417, Women Studies 438 and History 458)] #**

3 credits. Not offered 1996-97.]

**[AM ST 419 Seminar in American Social History (also History 419)]**

4 credits. Not offered 1996-97.]

**AM ST 421 Cultural Taste Levels in Historical Perspective (also History 421)**

Spring. 4 credits. Prerequisite: permission of instructor. M. Kammen.

**[AM ST 442 Religion and Politics in American History from J. Winthrop to R. Reed (also History 442 and Religious Studies 442)]**

Fall. 4 credits. Not offered 1996-97.]

**AM ST 465 Proseminar in American Studies (also English 465)**

Spring. 4 credits. TBA. J. Porte.

**AM ST 470 Studies in the Novel (also English 470)**

Spring. 4 credits. TBA. D. McCall.

**AM ST 479 Jewish-American Writing (also English 479 and Jewish Studies 478)**

Fall. 4 credits. TBA. J. Porte.

**[AM ST 485 American Modernist Writing (also English 485)]**

4 credits. Not offered 1996-97.]

**AM ST 493-494 Honors Essay Tutorial**

493, Fall; 494, Spring. Up to 4 credits each semester. See J. Porte for appropriate advisers.

**AM ST 500 Research Seminar in American Studies (also History 500)**

Fall or spring. Offered in Cornell-in-Washington Program only. J. H. Silbey and others.

**[AM ST 521 Seminar in American Cultural Studies (also History 521)]**

4 credits. Not offered 1996-97.]

**AM ST 665 American Political Thought  
(also Government 665)**

Spring. 4 credits. TBA. I. Kramnick.

**Center for Applied Mathematics**

The Center for Applied Mathematics administers a broadly based interdepartmental graduate program that provides opportunities for study and research over a wide range of the mathematical sciences. This program is based on a solid foundation in analysis, algebra, and methods of applied mathematics. The remainder of the graduate student's program is designed by the student and his or her Special Committee. For detailed information on opportunities for graduate study in applied mathematics, students should contact the director of the Center for Applied Mathematics, 657 Frank H. T. Rhodes Hall.

There is no special undergraduate degree program in applied mathematics. Undergraduate students interested in an application-oriented program in mathematics may select an appropriate program in the Department of Mathematics, the Department of Computer Science, or some department of the College of Engineering.

A listing of selected graduate courses in applied mathematics can be found in the description of the center in "Interdisciplinary Centers, Programs, and Studies."

**Asian American Studies Program**

The Asian American Studies Program is a university-wide academic program housed administratively within the College of Arts and Sciences. Its aim is to promote teaching, research, and educational activities related to Asian Americans and to serve as a resource to the campus and regional communities. The program's undergraduate courses, offered within the program and cross-listed with departments in various colleges, meet distribution requirements and count toward a concentration in Asian American Studies. The program does not offer a graduate course of study, but students can undertake graduate work in Asian American Studies within selected disciplines of the university.

**Undergraduate Concentration**

The program's undergraduate concentration affords students an opportunity to develop a multidisciplinary approach to the study of Asians in America. The course of study stresses developments within the United States, but also underscores the transnational and comparative contexts of Asian America and the field's connections with African American, American Indian, Latino, and Women's Studies. Students must work with a faculty adviser from among the program's affiliated faculty and must complete at least fifteen (15) units of credits as follows: (a) AAS 110 and two (2) additional courses in Asian American Studies; (b) one (1) course in Africana, American Indian, Latino Studies, or Women's Studies; and (c) one (1) course in East Asian, South Asian, or Southeast Asian Studies. (\*These courses must be approved by the student's faculty adviser, and they should address issues of race, gender, or the histories and cultures of Asian peoples.) Students must file an application for the concentration with the Asian American Studies Program.

**Resource Center**

The program's Asian American Studies Resource Center provides meeting space for the more than twenty-five undergraduate student organizations of the Cornell Asian Pacific Student Union and the graduate student Asian Pacific American Graduate Association. It also holds a modest print collection of books, periodicals, and newspapers; a current news clip file; a comprehensive data base of publications on Asian Americans since 1977; and a sizable collection of videotapes on the Asian American experience.

**Research**

The program encourages faculty and student research on Asian Americans by sponsoring guest lectures, conferences, film festivals, readings, and exhibits. It also funds research projects and student travel to conferences and research sites. The Asian American Studies Workshop is the program's principal research initiative, engaging Cornell's faculty and students with invited faculty from other universities in a year-long intensive study of selected themes.

**Affiliated Faculty**

Gary Y. Okihiro, director; Benedict Anderson (Government), T. Chaloehtiarana (Southeast Asia Program), P. Chi (Consumer Economics and Housing), B. de Bary (Asian Studies), Shin-Kap Han (Sociology), Ved P. Kayastha (Kroch Library), J. V. Koschmann (History), D. R. McCann (Asian Studies), V. Munasinghe (Anthropology), V. Nee (Sociology), G. Okihiro, (History), R. E. Ripple (Education), N. Sakai (Asian Studies), Shirley Samuels (English), P. S. Sangren (Anthropology), A. M. Smith (Government), K. W. Taylor (Asian Studies), S. Tien (Gannett Health Center), S. Wong (English), D. Yeh (Vice President Student/Academic Services)

**Courses****AAS 110 Introduction to Asian American Studies**

Spring. 3 credits.

Interdisciplinary, cross-cultural introduction to Asian American Studies focusing on contemporary issues. Major themes include: identity and stereotypes, gender, family, community, education, migration and labor, and anti-Asianism. Coverage will be given to both Hawaii and the U.S. mainland, and to Asian Indians, Chinese, Filipinos, Hawaiians, Japanese, Koreans, and Southeast Asians.

**AAS 213 Asian American History**

For description, see HIST 213.

**AAS 262 Asian American History**

For description, see ENGL 262.

**AAS 303 Asians in the Americas:  
A Comparative Perspective (also  
Anthropology 303)**

Fall. 4 credits.

The common perception of ethnicity is that is a "natural" and an inevitable consequence of cultural difference. "Asians" overseas, in particular, have won reputations as people who cling tenaciously to their culture and refuse to assimilate into their host societies and cultures. But, who are the "Asians"? On what basis can we label Asians an ethnic group? Although there is a significant Asian presence in the Caribbean, the category "Asian" itself does not exist in the Caribbean. What does this say about the nature of categories that

label and demarcate groups of people on the basis of alleged cultural and phenotypical characteristics? This course will examine the dynamics behind group identity, namely ethnicity, by comparing and contrasting the multicultural experience of Asian populations in the Caribbean and the United States. Ethnographic case studies will focus on the East Indian and Chinese experiences in the Caribbean and the Chinese, Korean, Japanese, Filipino, and Indian experiences in the United States.

**[AAS 350 The Art and Politics of Defining  
the Self in Media Images (also  
Theatre Arts 350)]**

Spring. 3 credits. Not offered 1996-97.

The focus of this course is an exploration of the way films deal with the representation of people of color within the American experience. Through the analysis of selected films and class discussions we will explore filmic representations of history, culture, class, gender, and identity.]

**AAS 412 Undergraduate Seminar in  
Asian American History (also  
History 412)**

Spring. 4 credits.

A reading and research seminar that will cover various topics in Asian American history. The topic will be the idea of the "yellow peril" in European and American thought.

**[AAS 435 Asian American Images in Film  
3 credits. Prerequisite: AAS 110 or  
permission of instructor. Not offered  
1996-97.]**

Examination of images of Asians in American film and television productions within their historical and socio-cultural contexts. Use of film and media theory to assess the impact of those images on both Asian and non-Asian American viewers. Students will be challenged to create, in video or on paper, images that avoid stereotypes and depict more realistically the Asian American experience.]

**[AAS 478 Self and Nation in Asian-  
American Literature (also  
English 478)]**

Not offered 1996-97.

A study of the ways in which Asian American writers have constructed discourses of self and nation. Topics will include nationalism, feminism, identity politics, and theories of minority discourse. In our reading of selected works of prose, poetry and drama by Chinese American, Filipino American, Japanese American and Korean American writers, we will be asking questions about the relation of these works to the moment of their production and reception, and the manner in which these textual representations engage with shifting cultural and political struggles. Writers under discussion may include: Carlos Bulosan, Theresa Hak Kyung Cha, Frank Chin, Jessica Hagedorn, David Henry Hwang, Maxine Hong Kingston, Joy Kogawa, David Mura.]

**AAS 495 Independent Study**

Fall or spring. 1-4 credits.

Topic and credit hours to be mutually arranged between faculty and student. Independent Study Forms must be approved by Asian American Studies Program Office.

**Biology and Society Major**

S. Jasanoff, chair; S. Hilgartner, director of undergraduate studies, colleges of Arts and Sciences and Agriculture and Life Sciences;

S. K. Obendorf, advising coordinator, College of Human Ecology; D. Bates, B. Bedford, C. Bisogni, R. Boyd, U. Bronfenbrenner, emeritus, R. Canfield, S. Ceci, B. Chabot, C. C. Chu, T. Dawson, P. Dear, C. Eberhard, G. W. Evans, G. W. Feigenson, J. Ford, J. Fortune, C. Geisler, K. Grazier, C. Greene, D. Gurak, J. Haas, A. Hedge, S. Hilgartner, R. Howarth, H. C. Howland, K. A. R. Kennedy, B. Knuth, A. Lemley, D. Levitsky, B. Lewenstein, B. A. Lewis, J. Fessenden MacDonald, A. Marshall, J. Mueller, N. Noy, L. Palmer, A. Parrot, D. Pimentel, T. Pinch, A. G. Power, W. Provine, S. Robertson, M. Rossiter, P. Schwartz, J. Shanahan, M. Small, N. Sturgeon, J. M. Stycos, P. Taylor, V. Utermohlen

The Biology and Society major is ideally suited for students who wish to combine training in biology with exposure to perspectives from the social sciences and humanities on the social, political, and ethical aspects of modern biology. In addition to providing foundational training in basic biology, Biology and Society students obtain background in the social dimensions of modern biology and in the biological dimensions of contemporary social issues.

The Biology and Society major is offered to students enrolled in the College of Arts and Sciences and the College of Human Ecology. Undergraduates in the College of Agriculture and Life Sciences can develop an approved sequence of courses from the Biology and Society curriculum under general studies. The major is coordinated for students in all colleges through the Biology and Society office. Students can get information, specific course requirements, and application procedures for the major from the undergraduate records office in 275 Clark Hall, 255-6047.

Because the major is multidisciplinary, students must attain a basic understanding of the several disciplines it comprises. The curriculum includes courses in ethics; mathematics; statistics; history, philosophy, and social studies of science and biology; and basic biology (e.g., genetics and development; biochemistry and molecular-cell biology; ecology; evolutionary biology) as well as integrative courses offered through Biology and Society. In addition, majors are required to take a core course and must develop a theme: a coherent and meaningful grouping of courses representative of their special interest in Biology and Society. Students should develop the theme and select the courses in consultation with a member of the Biology and Society faculty. Courses must be above the 100 level, at least 3 credits, and taken for a letter grade if used to fulfill a major requirement.

There are student advisers and faculty available (according to posted office hours or by appointment) in the Biology and Society offices, 275 Clark Hall or 278 Clark Hall, to answer questions and to provide assistance.

### Admission to the Major

All students should have completed a year of college-level biology and submit an application during their sophomore year. Juniors are considered on a case-by-case basis. Upper-division applicants should realize the difficulties of completing the major requirements in fewer than two years. The application includes (1) a one-page statement

explaining the student's intellectual interests in the Biology and Society major and why the major is consistent with the student's academic goals and interests; (2) the theme the student wishes to pursue in the major; (3) a tentative plan of courses fulfilling Biology and Society requirements, including courses taken and those the student plans to take; and (4) a transcript of work taken at Cornell University and elsewhere if applicable, current as of the date of application.

Acceptance into the major requires completion of the course sequence in introductory biology. Sophomores in the process of completing this prerequisite may be admitted to the major on a *provisional* basis. It is the student's responsibility to assure that final acceptance is granted on satisfactory completion of the introductory biology sequence. Although only introductory biological science is a prerequisite for acceptance, students will find it useful to have completed some of the other requirements (listed below) by the end of their sophomore year, preferably in the first semester. Human Ecology students should also consult the current Human Ecology Guide and meet with the college advising coordinator, Kay Obendorf, 202 Martha Van Rensselaer Hall, 255-3151.

### Major Requirements

#### 1) Basic courses

- Biological sciences 101-104 or 105-106 or 107-108 (prerequisite for admission to Biology and Society)
- College calculus (one course):\* Math 106, 111, 112 or any higher level calculus  
Recommended but not required: General chemistry (one year sequence) (prerequisite to biochemistry and other chemistry courses): Chemistry 103-104, 207-208, or 215-216

#### 2) Foundation Courses (should be completed by end of junior year)

- Ethics: One course; B&SOC 205 (also S&TS 205) or B&SOC 206 (also S&TS 206)
- Social sciences/humanities foundation: Two courses; one from any two of the following subject areas: History of Science; Philosophy of Science; Sociology of Science; Politics of Science; and Science Communication\*\*
- Biology foundation (Breadth requirement): Three courses; one from three of the following subject areas: Ecology (BIO ES 261); Evolutionary Biology (BIO ES 278); Biochemistry, Molecular and Cell Biology (BIO BM 231 or 330 or 331 or 333); Microbiology (BIO MI 290); Genetics and Development (BIO GD 281 or 282 or Plant Breeding 225); Neurobiology and Behavior (BIO NB 221 or 222); Botany (BIO PL 241); and Anatomy and Physiology (BIO AP 311 or NS 341 but **NOT** BIO AP 212)
- Biology foundation (Depth requirement): One biology course for which one of the above (2.C.) is a prerequisite

- Statistics: One course selected from BTRY 200, ILR 210, BTRY 215, AG EC 310, EDUC 353, Soc 301, Psych 350, Econ 319, OR&IE 370, BTRY 601, CRP 320

#### 3) Core Course: (one course). Should be completed by end of junior year.

B&SOC 301 Biology and Society: The Social Construction of Life (also S&TS 401); or Phil 286: Science and Human Nature (also S&TS 286)

#### 4) Theme (five courses that correspond to the theme selected by the student). These courses must be above the 100-level, at least 3 credit hours and taken for a letter grade)

- Natural Science Issues/Biology Elective (two courses). Select from the list of B&SOC approved Natural Science Issues courses or choose course(s) with introductory biology as a prerequisite from: ALS, AN SC, BIOSCI, ENTOM, FOOD, HDFS, NS, NTRES, PL BR, PL PA, PSYCH, VTMED).
  - Humanities/social sciences electives\*\* (Two courses. Courses from the list of Senior Seminars may be used as theme electives if not used to meet another requirement).
  - Senior Seminar** (One course taken senior year). Courses change yearly.
- \* Students may petition to take a second statistics course (an advanced course, in sequence with the statistics course taken in the foundation) in place of the calculus requirement.
- \*\* Among the courses taken to meet the social sciences and humanities requirements (2.A, 2.B, 3, and 4.C), a minimum of two social science courses and two humanities courses must be chosen. History of biology/history of science and philosophy of science courses may be counted toward the humanities requirement for the major.

### Themes in the Major

Biology and society students must elect a particular specialization within the major and select their courses accordingly. There are currently six recommended themes in the Biology and Society major: biology, behavior, and society; biology and human population; biology and public policy; environment and society; food, agriculture, and society; and health and society. Students may also develop their own themes (which in recent years have included topics such as biotechnology and society, and agriculture, environment, and society) in consultation with their faculty adviser. Students are expected to select courses taken to meet the foundation, core, and theme requirements so as to build a coherent theme. Sample curricula for the recommended themes and for several student-developed themes are available in the Biology and Society office.

### Independent Study

Projects under the direction of a biology and society faculty member are encouraged as part of the program of study in the student's theme area. Applications for research projects are accepted by individual faculty members. Students may enroll for 1-4 credits in Biology



and Society 375 (Independent Study) with written permission of the faculty supervisor and may elect either the letter grade or the S-U option. Biology and Society majors from the colleges of Arts and Sciences and Agriculture and Life Sciences may elect to do an independent study project as an alternative to, or in advance of, an honors project. Applications and information on faculty research, scholarly activities, and undergraduate opportunities are available in the Biology and Society office, 275 Clark Hall. Independent study credits may not be used in completion of the major requirements.

### The Honors Program

The honors program is designed to challenge academically talented undergraduate students whose major is Biology and Society (B&Soc). Students who enroll in the honors program are given an opportunity, with faculty guidance, to do independent study and research dealing with issues in biology and society. Students who participate in the program should find the experience intellectually stimulating and rewarding.

### Selection of Students

Biology and Society majors are considered for entry into the honors program at the end of the spring semester before their senior year. Application forms for the honors program are available in the Biology and Society office, 275 Clark Hall. The honors program is available to Biology and Society majors from the College of Arts and Sciences. Biology and Society majors in the Colleges of Human Ecology and Agriculture and Life Sciences must be selected by an honors committee within their college. To qualify for the Biology and Society honors project, students must have an overall Cornell cumulative grade-point average not lower than 3.30, have formulated a research topic, and have found a project supervisor (with a Cornell appointment) and a Biology and Society faculty member willing to serve as their advisers. Applications will be reviewed by a committee headed by the director of undergraduate studies, who will notify students directly of the outcome. Students will be permitted to register for the honors program only by permission of the department.

If, after admission to the honors program, a student fails to maintain a high scholastic average, or for any other reason is considered unsuited for honors work, the student reverts to candidacy for the regular Bachelor's degree. The student who does not continue in the honors program receives credit for any work passed in the program but is not eligible for an honors degree.

### Program Requirements

Students are required to complete two semesters of honors project research and to write an honors thesis. The project must include substantial research and the completed work should be of wider scope and greater originality than is normal for an upper-level course.

The student has primary responsibility for formulating ideas, developing the proposal, carrying out the study, and preparing a suitable thesis. Honors projects will be carried out under the direction of two faculty advisers. In addition to finding a project supervisor (with a Cornell appointment)

expert in the topic and willing to serve as their primary adviser, students must arrange for a second adviser (the Biology and Society reader), who is a member of the Biology and Society faculty.

Students may take 3–5 credits per semester up to a maximum of 8 credits in B&Soc 499, Honors Project. Students should note that B&Soc 499 is to be taken in addition to those courses that meet the regular major requirements. The student and the project supervisor must reach clear agreement at the outset as to what kind of work will need to be completed during the first semester. Minimally, an honors thesis outline and bibliography should be accomplished. At the end of the first semester, a letter grade will be assigned and the advisers, in consultation with the director of undergraduate studies, will evaluate whether or not the student should continue working on an honors project. Students who do continue in the honors program for the second semester will receive a letter grade at the end of their final term, whether or not they complete a thesis and whether or not they are recommended for honors.

Students should meet regularly with their project supervisor during the period of research and writing for the honors thesis. The responsibility for scheduling these meetings and for carrying out the research in timely fashion rests with the student. Advisers are expected to make themselves available for discussion and to offer advice on the plan of research, as well as provide critical and constructive comments on the written work as it is completed. They are not expected, however, to pursue students to ensure that the research and writing are being done on schedule.

### The Honors Thesis

**There is no prescribed length for a thesis,** because different topics may require longer or shorter treatment. We have found that a successful thesis is normally in the range of 70–100 double-spaced pages. The thesis must be completed in a form satisfactory for purposes of evaluation and submitted by April 15\* to the two thesis advisers and to one other faculty member appointed by the director of undergraduate studies. The candidate must meet with the three readers for a formal defense of the thesis by April 29.\*

Two copies of the completed and defended thesis (suitably bound in a plastic or hard-backed cover), together with the advisers' recommendations, must be submitted to the director of undergraduate studies by May 13.\*

Following the formal thesis defense, the thesis advisers will submit to the director of undergraduate studies a recommendation to include 1) the evaluation of the honors thesis by the three readers; 2) an evaluation of the student's academic record in the Biology and Society major; and 3) a recommendation for or against awarding honors, as well as a recommendation for the level of honors.

As the director of undergraduate studies may have little knowledge of the subject area of the thesis, recommendations should be carefully prepared to help ensure consistency within the honors program. If there is disagreement among the readers, the director of undergraduate studies shall make the final decision after consultation with the interested parties.

### Summary of Important Dates

- Last week of spring semester junior year: Application for honors program submitted to 275 Clark Hall.
- April 15\*—Thesis completed in a form satisfactory for evaluation and submitted to the three readers
- April 29\*—Thesis defense accomplished
- May 13\*—Two bound copies of completed and defended thesis submitted to director of undergraduate studies
- If these dates fall on a weekend, the deadline is the preceding Friday.

## I. Freshman Writing Seminars

**[B&SOC 103 In the Company of Animals]**  
Spring. 3 credits. Not offered 1996–97.]

**B&SOC 104 Ecosystems and Ego Systems]**  
Spring. 3 credits.

**[B&SOC 114 Ecology and Social Change (also Science and Technology Studies 114)]**  
Spring. 3 credits. Not offered 1996–97.  
For description, see S&TS 114.]

## II. Foundation Courses

### A. Ethics (select one)

**B&SOC 205 Ethical Issues in Health and Medicine (also Science and Technology Studies 205)]**  
Fall. 4 credits. Limited to 125 students.  
Open to sophomores, juniors, and seniors.  
Prerequisites: none. S. Hilgartner.

In today's rapidly changing world of health and medicine, complex ethical issues arise in many contexts—from the private, interpersonal interactions between doctor and patient to the broad, mass-mediated controversies that make medicine into headline news. This course examines ethical problems and policy issues that arise in contemporary medicine, health care, and biomedical research. Tools for ethical analysis are applied to a variety of cases and fundamental questions in bioethics. Perspectives from social science, history, and law also inform the course. We will explore ethical questions that arise in a number of substantive contexts, including the doctor-patient relationship, medical decision making near the end of life, human experimentation, genetics and reproductive technology, public health, and the allocation of scarce resources.

**B&SOC 206 Ethics and the Environment (also Science and Technology Studies 206)]**

Spring. 4 credits. Limited to 50 students.  
Open to all undergraduates; permission of instructor required for freshmen.  
S. Hilgartner.

We address how ethical analysis helps shape our responses to environmental problems. Case studies will help guide our assessments. You will be challenged to develop ethical solutions or approaches on your own and in groups. Major aims include: articulating the relationships between knowledge and values; exploring the ethical implications of different conceptions of "nature"; and distinguishing between ethics and economics, ecology, ideology, politics, and prudence or wisdom. A background in basic ecology OR environmental issues OR ethics is helpful.

**B. Social Sciences/Humanities Foundation** (2 courses, 1 from any 2 areas)

**1. History of Science**

**BIOG 207 Evolution (also Science and Technology Studies 287 and History 287)**

Fall. 3 credits. (May not be taken for credit after BIOES 378, Evolutionary Biology.) W. Provine.

For description, see BIOG 207.

**HIST 282 Science in Western Civilization (also Science and Technology Studies 282) #**

Spring. 4 credits. M. Dennis.

For description, see HIST 282.

**[HIST 465 Scientific Rhetoric in Historical Perspective (also Science and Technology Studies 465 and co-meeting with Communication 465)]**

Spring. 4 credits. Not offered 1996-97.

For description, see HIST 465.]

**[S&TS 233 Agriculture, History, and Society: From Squanto to Biotechnology]**

Fall. 4 credits. Not offered 1996-97.

M. Rossiter.]

**S&TS 390 Science in the American Polity: 1800-1960 (also GOVT 308)**

Fall. 4 credits. M. Dennis.

For description, see S&TS 390.

**[S&TS 433 Comparative History of Science]**

Spring. 4 credits. Not offered 1996-97.

M. Rossiter.]

**[S&TS 444 Historical Issues of Gender and Science (also Women's Studies 444)]**

Fall. 4 credits. Not offered 1996-97.

M. Rossiter.

For description, see S&TS 444.]

**2. Philosophy of Science**

**PHIL 286 Science and Human Nature (also Science and Technology Studies 286)**

Spring. 4 credits. May be used to meet the philosophy of science requirement if not used to meet the core course requirement.

For description, see PHIL 286.

**PHIL 381 Philosophy of Science: Knowledge and Objectivity (also Science and Technology Studies 381)**

Fall. 4 credits. Limited to 30 students.

R. Boyd.

For description, see PHIL 381.

**3. Sociology of Science**

**B&SOC 301 Biology and Society: The Social Construction of Life (also Science and Technology Studies 401)**

Fall. 4 credits. Prerequisite: two semesters of social science or humanities and one year of introductory biology. Limited to 75 students. May be used to meet the sociology of science requirement if not used to meet the core course requirement. C. Cussins.

See Core Courses for description.

**[B&SOC 342 Sociology of Science (also Science and Technology Studies 442 and City and Regional Planning 442)]**

Not offered 1996-97.

For description, see S&TS 442.]

**HSS 246 Major Determinants of Human Behavior**

Fall. 3 credits.

**[R SOC 208 Technology and Society]**

Fall. 3 credits. Not offered 1996-97.]

**SOC 434 The Sociology of Reproduction (also Women's Studies 435)**

Spring. 4 credits.

For description, see SOC 434.

**S&TS 201 What Is Science?**

Spring. 3 credits. T. Pinch.

**4. Politics of Science**

**[B&SOC 406 Biotechnology and Law (also Science and Technology Studies 406)]**

Fall. 4 credits. Limited to 16 students.

Recommended: a course in genetics or rDNA, a course in American government or law, or permission of instructor. Fee for course reading materials. Not offered 1996-97. S. Jasanoff.

Biotechnology, with its myriad applications in areas such as medicine and agriculture, is developing more rapidly than the social institutions that are capable of controlling it. This course explores the use and potential abuse of biotechnology in areas such as genetic screening and counseling, reproductive technologies, intentional release of genetically engineered organisms, patents, and ownership of human tissue. Particular attention will be given to evolving legal and management strategies for regulating the applications of biotechnology. Readings are from science, medicine, law, and public policy. A research paper is required.]

**B&SOC 407 Law, Science, and Public Values (also Government 407 and Science and Technology Studies 407)**

Fall. 4 credits. S. Jasanoff.

This course explores the varied interactions between science and the legal process that have developed in recent years as a result of attempts to bring greater public accountability to the use of science and technology. It examines the activities of both legislatures and courts in controlling science and analyzes the values underlying these initiatives. Three major types of science-law interactions form the focus of the course: expert testimony in the courtroom, regulation of hazardous technologies, and legal control of professional standards in science and medicine. Specific topics include the regulation of toxic chemicals and nuclear power, controversies about biotechnology, reproductive technologies and biomedical research, and scientific misconduct.

**S&TS 391 Science in the American Polity: 1960-Now (also GOVT 309)**

Spring. 4 credits. S. Jasanoff.

For description, see S&TS 391.

**[S&TS 425 Global and Domestic Dimensions of Science and Technology Studies Policy (also Government 468)]**

Fall. 4 credits. Not offered 1996-97.

Staff.]

**[S&TS 427 Politics of Environmental Protection in America (also GOVT 427)]**

Fall. 4 credits. Not offered 1996-97.

S. Jasanoff.

For description, see S&TS 427.]

**[S&TS 431 Introduction to Science and Technology Policy (also Government 401)]**

Fall. 4 credits. Not offered 1996-97. Staff.]

**5. Science Communication**

**[B&SOC 300 Investigative Research on the Social Impact of Science (also Science and Technology Studies 402)]**

Spring. 4 credits. Prerequisite: one year of science and permission of the instructor. Offered alternate years. Limited to 12.

Not offered 1996-97. P. J. Taylor.

Students choose a current issue in the social impact of biological or physical sciences and work through the steps of investigation from issue definition to spoken presentations and proposals for action. In a workshop setting, students comment on and learn from other's projects and discuss case studies and articles, with occasional guest speakers and films.]

**COMM 315 Introduction to Health Communication**

Fall. 3 credits. A. Marshall.

**COMM 352 Science Writing for the Mass Media (also Science and Technology Studies 352)**

Fall. 3 credits. Not open to freshmen.

Limited to 25 students. Prerequisite: one college writing course. B. Lewenstein.

For description, see COMM 352.

**COMM 360 Scientific Writing for Public Information**

Fall or spring. 3 credits. Limited to 25 nonfreshman or graduate students per section. Prerequisite: any college-level writing course.

**COMM 421 Communication and the Environment**

Spring. 3 credits. J. Shanahan.

**[COMM 466 Public Communication of Science and Technology (also Science and Technology Studies 466)]**

Spring. 3 credits. Not offered 1996-97. B. Lewenstein.

For description, see COMM 466.]

**[HIST 465 Scientific Rhetoric in Historical Perspective (also S&TS 465 and co-meeting with COMM 465)]**

Spring. 4 credits. Not offered 1996-97.

P. Dear and B. Lewenstein.

For description, see HIST 465.]

**C. Biology foundation** (Breadth Requirement): Three courses: one from three of the following subject areas:

**1. Biochemistry, Molecular and Cell Biology**

**[BIOBM 231 General Biochemistry]**

Fall. 3 credits. Not offered 1996-97.]

**BIOBM 330 Principles of Biochemistry, Individual Instruction**

Fall or spring. 4 credits.

**BIOBM 331 Principles of Biochemistry, Lectures**

Fall. 4 credits. (2 credits if taken after Biological Sciences 231.)

**NS 262 The Cell and the External World**

Spring. 3 credits.

## 2. Ecology

**BIOES 261 Ecology and the Environment**  
Fall. 4 credits.

## 3. Genetics and Development

**BIOGD 281 Genetics**  
Fall, spring, or summer. 5 credits.

**BIOGD 282 Human Genetics**  
Spring. 3 credits. (2 credits if taken after Biological Sciences 281)

**PL BR 225 Plant Genetics**  
Spring. 4 credits. Offered alternate years.

## 4. Evolutionary Biology

**BIOES 278 Evolutionary Biology**  
Spring. 4 credits.

## 5. Microbiology

**BIOMI 290 General Microbiology Lectures**  
Fall, spring, or summer. 3 credits.  
Prerequisites: BIOMI 101-102 and 103-104 and CHEM 104 or 208, or equivalent. Recommended: concurrent registration in BIOMI 291.

## 6. Neurobiology and Behavior

**BIONB 221 Neurobiology and Behavior I: Introduction to Behavior**  
Fall. 3 or 4 credits (4 credits with discussion and written projects). Not open to freshmen.

**BIONB 222 Neurobiology and Behavior II: Introduction to Neurobiology**  
Spring. 3 or 4 credits. (4 credits with discussion and written projects). Not open to freshmen. Limited to 20 students.

## 7. Botany

**BIOPL 241 Introductory Botany**  
Fall. 3 credits. Prerequisite: one year of introductory biology or permission of instructor.

## 8. Physiology and Anatomy

**BIOAP 311 Introductory Animal Physiology, Lectures (also Veterinary Medicine 346)**  
Fall. 3 credits. Prerequisite: one year of college biology, chemistry, and mathematics. Recommended: previous or concurrent course in physics.

**NS 341 Human Anatomy and Physiology**  
Spring. 4 credits.

**D. Biology foundation** (depth requirement): One course for which one of the above breadth requirement courses (2C) is a prerequisite.

**E. Statistics** (select one)

**ARME 310 Introductory Statistics**  
Fall and spring. 4 credits.

**BTRY 200 Statistics and the World We Live In**  
Fall. 3 credits.

**BTRY 215 Introduction to Statistical Methods**  
Fall. 3 credits.

**BTRY 601 Statistical Methods I**  
Fall. 4 credits.

**CRP 320 Introduction to Statistical Reasoning for Urban and Regional Analysis**  
Fall. 3 credits.

**ECON 319 Introduction to Statistics and Probability**

Fall or summer. 4 credits. Prerequisites: Economics 101-102 and Mathematics 111-112.

**[EDUC 353 Introduction to Educational Statistics]**

Spring. 3 credits. Prerequisite: Education 352 (1 credit) or concurrent registration. Not offered 1996-97.]

**ILRST 210 Statistics: Statistical Reasoning**

Fall and spring. 4 credits.

**[OR&IE 370]**

Fall. 4 credits. Not offered 1996-97.]

**PSYCH 350 Statistics and Research Design**

Fall. 4 credits.

**SOC 301 Evaluating Statistical Evidence**

Fall. 4 credits.

## III. Core Courses

**B&SOC 301 Biology and Society: The Social Construction of Life (also Science and Technology Studies 401)**

Fall. 4 credits. Prerequisite: two semesters of social science or humanities and one year of introductory biology or permission of instructor. Limited to 75 students. C. Cussins.

Critical thinking about the diverse influences shaping the life sciences. Topics include evolution and natural selection, heredity and genetic determinism, biotechnology and reproductive interventions. We interpret episodes, past and present, in biology in light of scientists' historical location, economic and political interests, use of language, and ideas about causality and responsibility. Readings, class activities, and written assignments are designed so that students develop interpretive skills and explore their own intellectual and practical responses to controversies in biology and society.

**PHIL 286 Science and Human Nature (also Science and Technology Studies 286)**

Spring. 4 credits.

For description, see PHIL 286.

## IV. Themes

**A. Natural Science Issues/Biology Elective** (two courses). Select from the list of B&SOC approved Natural Science Issues courses or choose course(s) with intro biology as a prerequisite from: ALS, AN SC, BIOSCI, ENTOM, FOOD, HDFS, NS, NTRES, PL BR, PL PA, PSYCH, VTMED).

**ASTRO 202 Our Home in the Solar System**  
Spring. 3 credits.

**BIOAP 214 Biological Basis of Sex Differences (also Biology and Society 214 and Women's Studies 214)**  
Fall. 3 credits.

For description, see BIOAP 214.

**BIOES 275 Human Biology and Evolution (also Anthropology 275 and Nutritional Sciences 275)**

Fall. 3 credits. Offered alternate years.

**BIOPL 246 Plants and Civilization**  
Spring. 3 credits.

**HDFS 347 Human Growth and Development: Biological and Behavioral Interactions (also Biology and Society 347 and Nutritional Sciences 347)**

Spring. 3 credits. Prerequisites: Biological Sciences 101 or 109 or equivalent, and Human Development and Family Studies 115 or Psychology 101. Offered alternate years.

A review of major patterns of physical growth from the fetal period through adolescence, with consideration of biological and socio-environmental determinants of growth as well as physical and psychological consequences of variations in growth patterns. An examination of normal patterns of growth is followed by an analysis of major sources of variations in growth (normal and atypical).

**[HDFS 370 Experimental Psychopathology]**

Spring. 3 credits. Not offered 1996-97.]

**NS 222 Maternal and Child Nutrition**  
Spring. 3 credits.

**NS 361 Biology of Normal and Abnormal Behavior (also Psychology 361)**

Fall. 3 credits.

For description, see NS 361.

**[NS 650 Public Health Nutrition]**

Spring. 3 credits. Not offered 1996-97.]

**NTRES 201 Environmental Conservation**  
Spring. 3 credits.

## Examples of biology electives

**AN SCI 300 Animal Reproduction and Development**  
Spring. 3 credits.

**HDFS 466 Neurobiology of Personality and Psychopathy**  
Fall. 3 credits.

**NS 331 Physiological and Biochemical Bases of Human Nutrition**  
Spring. 3 credits.

**B. Humanities/Social Science elective** (two courses)

Courses listed earlier as social science/humanities foundation courses (2.B.) are particularly appropriate as social science/humanities electives. However, a single course cannot be used to meet both requirements. Additional courses that are recommended as social science or humanities electives are:

## Examples of social science electives

**ARME 464 Economics of Agricultural Development**  
Spring. 3 credits.

**ANTHRO 211 Nature and Culture** @  
Spring. 3 credits.

**[BIOES 673 Human Evolution: Concepts, History, and Theory (also Anthropology 673)]**

Fall. 3 credits. Offered alternate years. Not offered 1996-97.

For description, see BIOES 673.]

**CRP 480 Environmental Politics**  
Spring. 4 credits.

**CRP 451/551 Environmental Law**  
Fall. 4 credits.

**[HDFS 241 History of Childhood in the United States]**

Spring. 3 credits. Not offered 1996-97.]

**HDFS 258 The Historical Development of Women as Professionals, 1800 to the Present (also Women's Studies 238 and History 238)**

Fall. 3 credits. Limited to 120 students.

**HSS 315 Human Sexuality**

Spring. 3 credits.

**[HSS 325 Health Care Services and the Consumer]**

Fall. 3 credits. Offered alternate years. Not offered 1996-97.]

**HSS 330 Ecology and Epidemiology of Health**

Spring. 3 credits.

**HSS 335 Contemporary Issues in Women's Health**

Fall. 3 credits.

**HSS 634 Health Care Organization—Providers and Reimbursement**

Fall. 3 credits.

**HSS 688 Long-Term Care and the Aged: Alternative Health and Social Services Delivery Systems**

Spring. 3 credits.

**NS 245 Social Science Perspectives on Human Nutrition**

Fall. 3 credits.

**NS 457 National and International Food Economics (also Economics 374)**

Spring. 3 credits.

**NTRES 300 International Environmental Issues**

Fall. 4 credits.

**PSYCH 326 Evolution of Human Behavior**

Fall. 4 credits. Offered alternate years.

**R SOC 201 Population Dynamics (also Sociology 205)**

Spring. 3 credits.

**R SOC 205 Rural Sociology and International Development**

Spring. 3 credits.

**R SOC 324 Environment and Society**

Spring. 3 credits.

**[R SOC 490 Society and Survival]**

Fall. 3 credits. Not offered 1996-97.]

**Examples of humanities electives****NTRES 407 Religion, Ethics, and the Environment**

Spring. 4 credits.

**PHIL 241 Ethics (by petition for breadth requirement)**

Spring. 4 credits.

**PHIL 368 Global Climate and Global Justice (also Government 468)**

Fall. 4 credits.

**[PHIL 681 Philosophy of Science (also Science & Technology Studies 681)]**

Spring. 4 credits. Not offered 1996-97.

For description, see PHIL 681.]

**[S&TS 626 Workshop on Law, Science, and Technology (also GOVT 626)]**

Spring. 4 credits. Enrollment limited. Permission of the instructor required. Not offered 1996-97.]

**C. Senior Seminars****[B&SOC 451 AIDS and Society]**

Fall. 3 credits. Staff. Not offered 1996-97.]

**[BIO G 467 Seminar in the History of Biology (also Biology & Society 447, History 415, and Science & Technology Studies 447)]**

Fall. 4 credits. Not offered 1996-97.

For description, see BIO G 467.]

**BIO G 469 Food, Agriculture, and Society (also Biology & Society 469 and Science & Technology Studies 469)**

Spring. 3 credits.

For description, see BioG 469.

**BIOES 661 Environmental Policy (also Biology & Society 461 and Agriculture and Life Sciences 661)**

Fall, spring. 6 credits.

For description, see BIOES 661.

**CEH 444 Housing for the Elderly: A Service Learning Experience**

Spring. 3 credits.

**HDFS 466 Neurobiology of Personality and Psychopathy**

Fall. 4 credits.

**HDFS 470 Advanced Experimental Psychopathology**

Fall. 3 credits.

**[HDFS 473 Schizophrenia]**

Fall. 3 credits. Not offered 1996-97.

Permission of instructor required.]

**HDFS 610 Processes in Human Development**

Spring. 3 credits.

**[HDFS 660 Socioemotional Development]**

Spring. 3 credits. Not offered 1996-97.

Permission of instructor required for undergraduates.]

**[HDFS 685 Seminar on "Critical Issues in Human Development: Research and Reality"]**

Spring. 3 credits. Not offered 1996-97.

Permission of instructor required for undergraduates.]

**HSS 335 Contemporary Issues in Women's Health**

Fall. 3 credits.

**HSS 613 Seminar on Mental Health and Related Services**

Fall. 3 credits.

**HSS 625 Health Care Services: Consumer and Ethical Perspectives**

Fall. 3/4 credits.

Permission of instructor required. If using this course as a senior seminar, B&amp;SOC majors must take it for 4 credits by writing a major paper. Enrollment limited—preference given to HSS students.

**HSS 631 Managed Health Delivery Systems: Primary-Ambulatory Care**

Spring. 3 credits.

**NS 349 Geriatric Nutrition**

Fall. 3 credits.

**NS 421 Nutrition and Sport**

Spring. 3 credits.

**R SOC 408 Human Fertility in Developing Nations (also Biology & Society 404)**

Spring. 3 credits.

For description, see R SOC 408.

**[R SOC 418 Population Policy (also Biology & Society 414)]**

Spring. 3 credits. Not offered 1996-97.

For description, see R SOC 418.]

**[S&TS 406 Biotechnology and the Law (also Biology & Society 406)]**

Fall. 4 credits. S. Jasanoff. Not offered 1996-97.

For description, see S&amp;TS 406.]

**[S&TS 412 Politics of the Human Body]**

Spring. 4 credits. Staff. Not offered 1996-97.

For description, see S&amp;TS 412.]

**[S&TS 427 Politics of Environmental Protection in America (also Biology & Society 427 and Government 427)]**

Fall. 4 credits. S. Jasanoff. Not offered 1996-97.

For description, see S&amp;TS 427.]

**S&TS 490 Integrity of Scientific Practice**

Fall. 4 credits. S. Hilgartner.

**[S&TS 626 Workshop on Law, Science and Technology (also Government 626)]**

Spring. 4 credits. S. Jasanoff. Not offered 1996-97.

For description, see S&amp;TS 626.]

**S&TS 645 Genetic Engineering: Politics and Society in Comparative Perspective (also Government 634)**

Spring. 4 credits. S. Hilgartner.

For description, see S&amp;TS 645.

**[S&TS 660 Social Analysis of Ecological Change (also Biology & Society 460)]**

Spring. 4 credits. Permission of instructor required. Limited to graduate students and seniors. Not offered 1996-97. P. Taylor.

For description, see S&amp;TS 660.]

**[S&TS 688 International Environmental Policy (also Government 687)]**

Spring. 4 credits. S. Jasanoff. Not offered 1996-97.

For description, see S&amp;TS 688.]

**V. Other Courses****B&SOC 375 Independent Study**

Fall or spring. 1-4 credits. Prerequisite:

must have written permission of faculty supervisor and Biology and Society major.

Projects under the direction of a Biology and Society faculty member are encouraged as part of the program of study within the student's concentration area. Applications for research projects are accepted by individual faculty members. Students may enroll for 1-4 credits in Biology and Society 375 (Independent Study) with written permission of the faculty supervisor and may elect either the letter grade or the S-U option. Students may elect to do an independent study project as an alternative to, or in advance of, an honors project. Applications and information on faculty research, scholarly activities, and undergraduate opportunities are available in the Biology and Society office, 275 Clark Hall. Independent study credits may not be used in completion of the major requirements.



**B&SOC 400 Undergraduate Seminar**

Fall or spring. Variable credit. May be repeated for credit.

From time to time different seminars on topics of interest to undergraduates are offered. Topics and instructors are listed in the biology and society supplement issued at the beginning of each semester.

**B&SOC 499 Honors Project**

Fall and spring. 3–5 credits each term.

Open only to Biology and Society students in their senior year.

Students are required to complete two semesters of honors project research and to write an honors thesis. The project must include substantial research and the completed work should be of wider scope and greater originality than is normal for an upper-level course.

Students may take 3–5 credits per semester up to a maximum of 8 credits in B&SOC 499, Honors Project. Students should note that B&SOC 499 is to be taken in addition to those courses that meet the regular major requirements. The student and the project supervisor must reach clear agreement at the outset as to what sort of work will need to be completed during the first semester. Minimally, an honors thesis outline and bibliography should be accomplished. At the end of the first semester, a letter grade will be assigned and the advisers, in consultation with the Director of Undergraduate Studies, will evaluate whether or not the student should continue working on an honors project. Students who do continue in the honors program for the second semester will receive a letter grade at the end of their final term whether or not they complete a thesis and whether or not they are recommended for honors.

Applications and information are available in the Biology and Society office, 275 Clark Hall.

**Cognitive Studies Program**

F. Keil (psychology), B. Lust (human development and family studies, modern languages and linguistics), codirectors. C. Cardie, R. Constable, B. Donald, T. Henzinger, D. Huttenlocher, R. Rubinfeld, R. Zabih (computer science); J. Dunn, J. Novak, R. Ripple, D. Schrader (education); R. Canfield, S. Ceci, B. Koslowski, B. Lust, M. Potts, S. Robertson, G. Suci, E. Wethington (human development and family studies); J. Russo (Johnson Graduate School of Management); J. Bowers, A. Cohn, M. Diesing, J. Gair, W. Harbert, S. Hertz, A. Jongman, J. Lantolf, S. McConnell-Ginet, C. Rosen, J. Sereno, M. Suárez, L. Waugh, J. Whitman, D. Zec (linguistics); A. Nerode, R. Shore (mathematics); H. Howland, (neurobiology and behavior); R. Boyd, C. Ginet, H. Hodes, S. Shoemaker, J. Stanley, Z. Szabó (philosophy); J. Cutting, R. Darlington, D. Dunning, D. Field, B. Finlay, T. Gilovich, B. Halpern, A. Isen, F. Keil, B. Khurana, C. Krumhansl, E. Spelke (psychology)

Cognitive studies is comprised of a number of disciplines that are linked by a major concern with fundamental capacities of the mind, such as perception, memory, reasoning, language, and the organization of motor action. In the College of Arts and Sciences these disciplines are represented in the departments of Computer Science, Linguistics, Mathematics, Philosophy, and Psychology. Elsewhere in the university they are represented in the

Department of Human Development and Family Studies (College of Human Ecology), the Section of Neurobiology and Behavior (Division of Biological Sciences), and the Department of Education (College of Agriculture and Life Sciences).

The issues addressed in cognitive studies arise at several levels. At the broadest level are problems of characterizing such basic notions as "mind," "knowledge," "information," and "meaning." At a more specific level are questions regarding the abstract operating principles of individual components of the mind, such as those underlying visual perception, language ability, and understanding of concepts. These principles concern the organization and behavior of the components and also how they develop and change. At the most specific level are questions about the properties of the elementary computational structures and processes that constitute these components.

Important insights into issues of these kinds have been achieved in recent years as a result of the various cognitive studies disciplines converging in their theoretical and methodological approaches. It is this convergence, in fact, that warrants grouping the disciplines together under the single term "cognitive studies." Even greater progress can be expected in the future as a consequence of increasing cooperation among the disciplines.

**Undergraduate Concentration**

An interdisciplinary undergraduate concentration in Cognitive Studies is presently available to Cornell University undergraduates in the College of Arts and Sciences.

The undergraduate concentration in Cognitive Studies is designed to enable students to engage in a structured program directly related to the scientific study of cognition and the mind. The concentration provides a framework for the design of individually structured, supervised programs of study in this growing interdisciplinary field. Such programs of study serve as complements to course work in a single discipline as represented by an individual department. It is considered crucial that students gain a strong background in their major, independent of their work in the concentration.

Students in any major of the College of Arts and Sciences are eligible to apply for this concentration. Independent majors and College Scholars may also apply. Students from other colleges may apply, but colleges vary in their procedures for formal recognition of this concentration. To enter the concentration formally, the student should consult with a member of the Cognitive Studies Undergraduate Concentration Committee (see below), who will assist the student with selection of a concentration adviser with expertise in the student's main areas of interest.

In addition to assisting in and approving the student's selection of courses, the concentration adviser serves as a general source of information about the field of cognitive studies, relevant resources around the university, and job and graduate school opportunities. Often, the adviser can help the student develop independent research experience. A Cognitive Studies undergraduate computer facility is planned for students with a Cognitive Studies concentration. This

computer facility will help link resources from different laboratories across the Cornell campus.

Students who complete the concentration requirements will have their concentration in Cognitive Studies officially represented on their transcript. Students in good standing in the concentration will be eligible to compete for a limited number of summer research fellowships and travel awards to relevant conferences in the cognitive sciences. In addition, students who have completed all requirements for the concentration will be eligible for enrollment in the Graduate Proseminar in Cognitive Studies during their senior year (COGST 773–774).

**Concentration Application Procedures.**

The concentration requires that the student take several courses (usually a minimum of five) from more than one department/field. The selection of courses will be individually tailored according to the student's interests. An approved set of courses is listed in this section; however, this list can be expanded by the student in consultation with his or her adviser.

The student must gain approval for the selection of courses from his or her concentration adviser. The courses selected must form a coherent cluster that makes sense to both the adviser and the student. To be admitted to the concentration, the student must submit this Plan of Study to the Cognitive Studies undergraduate faculty committee for final approval.

**Independent Research.** The concentration encourages each student to be involved in independent research that bears on research issues in cognitive studies, if possible. COGST 470 is available for this purpose. It is recommended that students report on their research activities in an annual undergraduate forum. The Undergraduate Concentration Committee is committed to helping students find an appropriate research placement when needed.

Initial inquiries concerning the undergraduate concentration should be made to the Cognitive Studies Program coordinator, Sue Wurster, [cogst@cornell.edu](mailto:cogst@cornell.edu), 255-6431, who will provide application materials and set up a meeting with a relevant member of the Undergraduate Concentration Committee.

The Committee for Undergraduate Concentration in Cognitive Studies consists of: Ramin Zabih, computer science, 5-3406, 5161 Upson Hall, [RDZ@cs.cornell.edu](mailto:RDZ@cs.cornell.edu); Molly Diesing, linguistics, 5-8635, 212 Morrill Hall, [MD20@cornell.edu](mailto:MD20@cornell.edu) (96-97); Jason Stanley, philosophy, 5-6829, 216 Goldwin Smith, [JCS27@cornell.edu](mailto:JCS27@cornell.edu) (96-97); Beena Khurana, psychology, 5-6434, 282 Uris Hall, [BK14@cornell.edu](mailto:BK14@cornell.edu)

**Graduate Minor**

For information, consult the program office (273A Uris Hall, 255-6431, [cogst@cornell.edu](mailto:cogst@cornell.edu) or the graduate field representative, Barbara Lust 255-0829, [bcl4@cornell.edu](mailto:bcl4@cornell.edu)).

## Courses

## Cognitive Studies

**COGST 470 Undergraduate Research in Cognitive Studies**

Fall or spring. 1-4 credits. S-U grades optional. Prerequisite: permission of major adviser; written permission of Cognitive Studies faculty member who will supervise the research and assign the grade. Hours to be arranged. Cognitive Studies faculty.

Experience in planning, conducting, and reporting independent laboratory, field, and/or library research in an interdisciplinary area relevant to cognitive studies.

## Computer Science

**COM S 211 Computers and Programming**

Fall or spring. 3 credits.

**COM S 212 Structure and Interpretation of Computer Programs**

Fall or spring. 4 credits.

**COM S 280 Discrete Structures**

Fall or spring. 4 credits.

**COM S 381 (or 481) Introduction to Theory of Computing**

Fall. 3 or 4 credits.

**COM S 401 Programming Languages and Software Engineering****COM S 410 Data Structures**

Fall or spring. 4 credits.

**[COM S 411 Programming Languages and Logics**

Fall. 4 credits. Not offered 1996-97.]

**[COM S 462 Robotics and Machine Vision**

Spring 1997. 3 credits. Not offered 1996-97.]

**[COM S 463 Robotics and Machine Vision Lab**

Spring 1997. 2 credits. Not offered 1996-97.]

**COM S 472 Foundations of Artificial Intelligence**

Fall. 3 credits.

**COM S 473 Practicum in Artificial Intelligence**

Fall. 2 credits.

**COM S 482 Introduction to Analysis of Algorithms**

Spring. 4 credits.

**COM S 486 Applied Logic (also Mathematics 486)**

Fall or spring. 4 credits.

## Education (College of Agriculture and Life Sciences)

**[EDUC 210 Psychology of Learning and Memory**

Fall. 3 credits. Not offered 1996 or 1997.]

**[EDUC 312 Learning to Learn**

Spring. 3 credits. Not offered 1996-97.]

## Human Development and Family Studies (College of Human Ecology)

**HDFS 331 Learning in Children**

Fall. 3 credits.

**HDFS 333 Cognitive Processes in Development**

Spring. 3 credits.

**[HDFS 334 The Growth of the Mind**

Spring. 4 credits. Not offered 1996-97.]

**[HDFS 432 Cognitive Development and Education**

Spring. 3 credits. Not offered 1996-97.]

**[HDFS 436 Language Development (also Psychology 436 and Linguistics 436)**

Spring. 4 credits. Not offered 1996-97.]

**HDFS 438 Thinking and Reasoning**

Fall. 3 credits.

**HDFS 439 Cognitive Development: Infancy through Adolescence**

Spring. 3 credits.

**HDFS 472 Typical and Atypical Intellectual Development**

Spring. 3 credits.

## Modern Languages and Linguistics

**LING 101 Theory and Practice of Linguistics**

Fall, spring or summer. 4 credits.

**LING 201 Introduction to Phonetics and Phonology**

Spring. 4 credits.

**LING 203 Introduction to Syntax and Semantics**

Fall. 4 credits.

**[LING 264 Language, Mind, and Brain**

Fall. 4 credits. Not offered 1996-97.]

**LING 301-302 Phonology I, II**

Fall and spring. 4 credits each term.

**LING 303-304 Syntax I, II**

Fall and spring. 4 credits each term.

**LING 309 Morphology I**

Spring. 4 credits.

**[LING 310 Morphology II**

Fall. 4 credits. Not offered 1996-97.]

**LING 319-320 Phonetics I, II**

Fall. 4 credits each term.

**LING 325 Pragmatics**

Spring. 4 credits.

**[LING 334 Non-Linear Syntax**

Fall. 4 credits. Not offered 1996-97.]

**LING 350 Representing Language: Knowledge Taught and Untaught (also COGST 350)**

Fall. 4 credits.

**[LING 370 Language and Cognition (also Psychology 370)**

Spring. 4 credits. Not offered 1996-97.]

**[LING 400 Semiotics and Language (also Comparative Literature 410)**

Spring. 4 credits. Not offered 1996-97.]

**LING 401 Language Typology**

Fall. 4 credits.

**LING 421-422 Semantics I, II**

Fall and spring. 4 credits each term.

**[LING 436 Language Development (also Psychology 436 and HDFS 436)**

Spring. 4 credits. Not offered 1996-97.]

**[LING 450 Mathematical Methods for Linguistics**

Fall. 4 credits. Not offered 1996-97.]

## Mathematics

**MATH 481 Mathematical Logic (also Philosophy 431)**

Spring. 4 credits.

**[MATH 483 Intensional Logics and Alternatives to Classical Logics (also Philosophy 436)**

Spring. 4 credits. Not offered 1996-97.]

**MATH 486 Applied Logic (also Computer Science 486)**

Spring. 4 credits.

**[MATH 487 Applied Logic II**

Spring. 4 credits. Not offered 1996-97.]

## Neurobiology and Behavior (Division of Biological Sciences)

**BIONB 221 Neurobiology and Behavior I: Introduction to Behavior**

Fall. 3 or 4 credits.

**BIONB 222 Neurobiology and Behavior II: Introduction to Neurobiology**

Spring. 3 or 4 credits.

**[BIONB 326 The Visual System**

Spring. 4 credits. Not offered 1996-97.]

**BIONB 328 Biopsychology of Learning and Memory (also Psychology 332)**

Spring. 3 credits.

**[BIONB 396 Introduction to Sensory Systems (also Psychology 396)**

Spring. 3 or 4 credits. Not offered 1996-97.]

**[BIONB 424 Neuroethology**

Spring. 3 credits. Not offered 1996-97.]

**[BIONB 492 Sensory Function (also Psychology 492)**

Spring. 3 or 4 credits. Not offered 1996-97.]

**BIONB 496 Bioacoustic Signals in Animals and Man**

Fall. 3 credits.

## Philosophy

**PHIL 231 Introduction to Formal Logic**

Fall. 4 credits.

**[PHIL 281 Knowledge and Reality**

Spring. 4 credits. Not offered 1996-97.]

**PHIL 262 Philosophy of Mind**

Fall. 4 credits.

**PHIL 286 Science and Human Nature (also Science and Technology Studies 286)**

Spring. 4 credits.

**[PHIL 318 Twentieth-Century Philosophy**

Spring. 4 credits. Not offered 1996-97.]

**PHIL 331 Formal Logic**

Spring. 4 credits.

**PHIL 332 Philosophy of Language**

Fall. 4 credits.

**[PHIL 361 Metaphysics and Epistemology**

Fall. 4 credits. Not offered 1996-97.]

**PHIL 381 Philosophy of Science: Knowledge and Objectivity (also Science and Technology Studies 381)**

Fall. 4 credits.

**[PHIL 382 Philosophy and Psychology**

4 credits. Not offered 1996-97.]

**[PHIL 389 Philosophy of Science: Evidence and Explanation]**  
4 credits. Not offered 1996-97.]

**[PHIL 431 Deductive Logic (also Mathematics 481)]**  
4 credits. Not offered 1996-97.]

**[PHIL 433 Philosophy of Logic]**  
4 credits. Not offered 1996-97.]

**[PHIL 436 Intensional Logic (also Mathematics 483)]**  
4 credits. Not offered 1996-97.]

**[PHIL 437 Problems in the Philosophy of Language]**  
Spring. 4 credits. Not offered 1996-97.]

**[PHIL 461 Metaphysics]**  
Spring. 4 credits. Not offered 1996-97.]

## Psychology

**PSYCH 205 Perception**  
Spring. 3 credits.

**PSYCH 209 Development**  
Spring. 4 credits.

**PSYCH 214 Issues in Cognitive Psychology**  
Fall. 3 credits.

**PSYCH 215 Psychology of Language**  
Fall. 3 or 4 credits.

**PSYCH 305 Visual Perception**  
Fall. 4 credits.

**[PSYCH 309 Development of Perception and Representation]**  
Fall. 3 credits. Not offered 1996-97.]

**PSYCH 311 Introduction to Human Memory**  
Spring. 3 credits.

**PSYCH 316 Auditory Perception**  
Fall. 3 or 4 credits.

**PSYCH 332 Biopsychology of Learning and Memory (BIONB 328)**  
Spring. 3 credits.

**[PSYCH 342 Human Perception: Applications to Computer Graphics, Art, and Visual Display]**  
Fall. 3 credits. Not offered 1996-97.]

**PSYCH 361 Biopsychology of Normal and Abnormal Behavior (also Nutritional Sciences 361)**  
Fall. 3 credits.

**[PSYCH 396 Introduction to Sensory Systems (also BIONB 396)]**  
Spring. 3 or 4 credits. Not offered 1996-97.]

**PSYCH 412 Laboratory in Cognition and Perception**  
Spring. 4 credits.

**[PSYCH 413 Information Processing: Conscious and Non-conscious]**  
Spring. 4 credits. Not offered 1996-97.]

**[PSYCH 414 Comparative Cognition]**  
Spring. 3 credits. Not offered 1996-97.]

**[PSYCH 415 Concepts, Categories, and Word Meanings]**  
Fall. 4 credits. Not offered 1996-97.]

**PSYCH 417 The Origins of Thought and Knowledge**  
Fall. 4 credits.

**PSYCH 418 Psychology of Music**  
Spring. 3 or 4 credits.

**PSYCH 425 Cognitive Neuroscience**  
Fall. 3 or 4 credits.

**PSYCH 436 Language Development (also Linguistics 436 and HDFS 436)**  
Spring. 4 credits.

**[PSYCH 492 Sensory Function (also BIONB 492)]**  
Spring. 3 or 4 credits. Not offered 1996-97.]

## Graduate Courses and Seminars

The following courses and seminars are generally for graduate students only. However, some may be appropriate for advanced undergraduates. The director of the concentration must approve an undergraduate's use of any of these for satisfying the concentration requirements.

**COGST 773-774 Proseminar in Cognitive Studies I and II (also Com S 773/774; Ling 773/774; Phil 773/774; Psych 773/774)**

Fall: R grade; spring: S-U only. 4 credits.  
T 1:25-2:40. Staff.

The Cognitive Studies Proseminar consists of two semesters of meetings with the graduate faculty in the field of Cognitive Studies. The proseminar will provide a general introduction to the field of Cognitive Studies including an introduction to each of the major disciplines that comprise the minor: i.e., computer science, linguistics, philosophy, and psychology. In each of these disciplines, faculty from the field will introduce the theoretical and methodological issues that underlie the field and its relation to Cognitive Studies; in addition, they will introduce various labs in which active research is being conducted in their field at Cornell.

The proseminar will include suggestions from faculty in each field for further advanced interdisciplinary research that can be pursued at Cornell during a Cognitive Studies minor. It will conclude (end of second term) with individual student presentations in which students initiate a critique of some interdisciplinary research, after consultation with a faculty member of their choice.

Although suitable to entering graduate students, the proseminar is also open to graduate students beyond their first year. Advanced undergraduates with a Cognitive Studies concentration may also be admitted. This is a year-long lecture and discussion course. The year-long commitment is mandatory. An "R" grade will be assigned in the fall semester, and an S-U grade will only be assigned in the spring semester.

**COGST 600/700 Graduate Seminars**

**HDFS 600/700 Graduate Seminars**

**LING 600/700 Graduate Seminars**

**LING 637 Experimental Research for Language Sciences**  
Fall. 4 credits. A. Jongman, J. Lantolf.

**MATH 581 Logic**

**MATH 655 Mathematical Foundations of Computer Modeling and Simulation**

**MATH 684 Recursion Theory**

**MATH 688 Automated Theorem Proving**

**PHIL 700 Graduate Seminars**

**PSYCH 500-700 Graduate Seminars**

## College Scholar Program

Dean Lynne Abel, director, 55 Goldwin Smith Hall, 255-3386.

The College Scholar program is described in the introductory section of Arts and Sciences.

**COLLS 397 Independent Study**

Fall or spring. 1-4 credits. Prerequisite: permission of program office.

**COLLS 499 Honors Research**

Fall or spring. 1-8 credits; a maximum of 8 credits may be earned for honors research. Prerequisite: permission of program director. Each participant must submit a brief proposal approved by the honors committee.

## East Asia Program

140 Uris Hall

J. V. Koschman, director; E. M. Gunn, associate director, T. Bestor, K. W. Brazell, R. Bullock, P. Chi, T. Christensen, S. G. Cochran, B. de Bary, C. d'Orban, P. J. Katzenstein, F. Kotas, J. M. Law, L. C. Lee, T. P. Lyons, D. R. McCann, T. L. Mei, V. Nee, C. A. Peterson, J. R. Piggott, V. Pucik, N. Sakai, P. S. Sangren, T. Shiraishi, V. B. Shue, R. J. Smith, R. J. Sukle, H. Wan, M. Watanabe, J. K. Wheatley, J. Whitman, M. W. Young

East Asian studies at Cornell is led by thirty-three faculty members from five colleges, who participate in a program of research and teaching on the civilizations and cultures of East Asia. Courses are offered through various departments in most of the humanities and social science disciplines, as well as in the fields of business, city and regional planning, international and comparative labor relations and rural sociology. Language courses in Mandarin, Cantonese, Korean, and Japanese are offered, in addition to the Full-year Asian Language Concentration (FALCON) in Japanese and Mandarin. Undergraduates major in the Department of Asian Studies and concentrate on the language and culture of one East Asian country, while graduate students may work toward an M.A. in East Asian studies, a dual M.B.A./M.A. degree, or an M.A./Ph.D. degree in a discipline such as agricultural economics, anthropology, city and regional planning, government, history, history of art, linguistics, literature, rural sociology, or sociology. A variety of fellowships, travel grants, awards, and assistantships are available for graduate students concentrating on East Asia.

The formal program of study is enriched by a variety of extracurricular activities, including a Japanese and Chinese language house, film series, career workshops, art exhibits, and numerous lectures, symposia and performances related to East Asia. The Wason Collection in Olin Library is a comprehensive collection of books on East Asia in Western languages, Japanese, Chinese, and Korean. The Mary Rockwell Galleries of the Herbert F. Johnson Museum of Art have an excellent collection of East Asian art.

## Freshman Writing Seminars

For information about the requirements for freshman writing seminars and descriptions of seminar offerings, see the John S. Knight Writing Program section, and consult the John S. Knight Writing Program brochure, available from college registrars in August for the fall term and in late October for the spring term.

## Human Biology Program

J. Haas (nutritional sciences), director, 211 Savage Hall, 255-8001; J. Bertram (anatomy), B. Finlay (psychology), J. Fortune (physiology/women's studies), E. Frongillo (nutritional sciences), R. Johnston (psychology), K.A.R. Kennedy (ecology and systematics/anthropology), D. Levitsky (nutritional sciences), D. McClearn (ecology and systematics), P. W. Nathanielsz (physiology), D. L. Pelletier (nutritional sciences), W. Provine (ecology and systematics/history), R. Robertshaw (physiology), S. Robertson (human development and family studies), R. Savin-Williams (human development and family studies), M. Small (anthropology)

Human biology integrates the methods and theories of many disciplines, such as biological anthropology, nutrition, neurobiology, physiology, psychology, demography, ecology, genetics, and paleontology, into a comprehensive study of biological diversity in *Homo sapiens*.

A central focus of this interdisciplinary approach to the study of the human organism is an understanding of evolutionary processes that explain our biological variation through space and time. The program of study seeks to educate future biological scientists to address the concerns of a society that is becoming more demanding of the scientific community to place its specialized biological knowledge in a broad context. The human biology curriculum is of particular relevance to undergraduate students in premedical and pre dentistry programs, biological anthropology, nutrition, human development, ecology and systematics, psychology, physiology, genetics, and the health-related sciences. It serves to bring together students with a common interest in humankind as defined from these diverse fields and to provide a forum for student-faculty interaction on various topics relating to human evolution and biological diversity. Human biology is not a major but a curriculum of study that provides majors in various departments with a program for selecting elective courses that deal with the biology of the human species. Students in their junior year may develop a program of study in human biology while majoring in a number of different departmental fields.

## Basic Requirements

The requirements for a program of study in human biology are designed to ensure sufficient background in physical sciences and mathematics to enable the student to pursue a wide range of interests in the fields of modern biological sciences, anthropology, and fields related to the evolution and physical diversity of the human species. Adjustments may be made in these requirements, depending upon the student's academic background and affiliation with colleges and schools within the university.

The basic requirements are one year of introductory biology (Biological Sciences 101-103 plus 102-104 or 105-106 or Biologi-

cal Sciences 107-108 offered during the eight-week Cornell Summer Session); one year of general chemistry (Chemistry 103-104 or 207-208 or 215-216); one year of college mathematics (Mathematics 111-112 or 105-106 or 111-105); one course in genetics (Biological Sciences 281 or 282); one course in biochemistry (Biological Sciences 231, 330 or 331). It is recommended that students planning graduate study in biological anthropology, psychology, and related fields in the medical and nutritional sciences take a course in statistics. Students should consult their faculty adviser in human biology for help in selecting appropriate courses.

Elective courses should be taken that will enable the student to acquire breadth in the subject matter of human biology outside of their departmental major. Therefore only 6 of the 15 human biology elective credits may also fulfill requirements for the major. Courses should be selected that also provide sufficient exposure to the integration of basic anatomical and physiological sciences with the behavior of individuals and groups within the context of evolutionary theory and ecology. The courses listed below are representative of the offerings in human biology and are included to assist the student in organizing a curriculum of study. They are organized into three groups that reflect the three levels of integration noted above: (1) human anatomy and physiology, (2) human behavior, and (3) human evolution and ecology. Students should choose at least one course from each of these areas of integration. It is anticipated that the student will include in a program of study at least one of the laboratory courses offered. It is expected that a student will take a minimum of 15 credits from among these courses.

There is no foreign language requirement for human biology beyond what is dictated by specific departments and colleges. The requirements for the human biology curriculum are set alongside requirements of the undergraduate majors as these are defined by different departments. Students with independent majors may design their own programs of study under the guidelines provided by their college. Although a student may indicate an interest in human biology in the freshman year and be able to obtain early guidance from a faculty adviser representing the curriculum of study, it is more usual for students to establish their course programs in the first semester of the junior year. The student may request one of the faculty advisers in his or her department who is listed as faculty in human biology to be their principal adviser, or he or she may have an adviser in the department of the major and seek the advice of a human biology faculty adviser in matters pertaining to satisfaction of the requirements. In certain cases a faculty adviser may represent both the major and the curriculum of study in human biology.

## Courses

### Human Anatomy and Physiology

**BIO AP 214 The Biological Basis of Sex Differences (also Women's Studies 214)**

Fall. 3 credits.

**BIO ES 274 Functional and Comparative Morphology of Vertebrates**

Spring. 4 credits.

**BIO AP 311 Introductory Animal Physiology, Lectures (also Veterinary Medicine 346)**

Fall. 3 credits.

**BIO AP 319 Animal Physiology Experimentation (also Veterinary Medicine 378)**

Fall. 3 credits.

**BIO AP 458 Mammalian Physiology**

Spring. 3 credits.

**BIO ES 474 Laboratory and Field Methods in Human Biology (also Anthropology 474)**

Spring. 5 credits.

**NS 115 Nutrition and Health: Concepts and Controversies**

Fall. 3 credits.

**NS 222 Maternal and Child Nutrition**

Spring. 3 credits.

**NS 331 Physiological and Biochemical Bases of Human Nutrition**

Spring. 3 credits.

**NS 341 Human Anatomy and Physiology**

Spring. 4 credits.

**NS 361 Biology of Normal and Abnormal Behavior (also Psychology 361)**

Fall. 3 credits.

**NS 441 Nutrition and Disease**

Fall. 4 credits.

**PSYCH 322 Hormones and Behavior (also Biological Sciences 322)**

Spring. 3 or 4 credits.

**PSYCH 425 Brain and Behavior**

Fall. 3 or 4 credits.

**VET MI 431 Medical Parasitology**

Fall. 2 credits.

## Human Behavior

**ANTHR 390 Primate Behavior and Ecology**

Spring. 4 credits.

**ANTHR 490 Primates and Evolution**

Spring. 4 credits.

**B&SOC 301 Biology and Society I: The Social Construction of Life (also Science and Technology Studies 401)**

Fall. 4 credits.

**BIO NB 421 Effects of Aging on Sensory and Perceptual Systems (also Psychology 431)**

Fall. 3 or 4 credits.

**BIO NB 427 Animal Social Behavior**

Fall. 4 credits.

**HDFS 344 Infant Behavior and Development**

Fall. 3 credits.

**HDFS 645 Seminar in Infancy: Newborn Behavioral Organization**

Spring. 3 credits.

**HSS 315 Human Sexuality: A Biosocial Perspective**

Spring. 3 credits.

**NS 245 Social Science Perspectives of Human Nutrition**

Fall. 3 credits.



**NS 347 Human Growth and Development: Biological and Behavioral Interactions (also Human Development and Family Studies 347 and Biology and Society 347)**  
Spring. 3 credits.

**PSYCH 326 Evolution of Human Behavior**  
Fall. 4 credits.

**PSYCH 425 Brain and Behavior**  
Fall. 3 or 4 credits.

**R SOC 408 Human Fertility in Developing Nations (also B Soc 404)**  
Spring. 3 credits.

**R SOC 438 Social Demography**  
Fall. 3 credits.

#### Human Evolution and Ecology

**ANTHR 101 Introduction to Anthropology: Biological Perspectives on the Evolution of Humankind**  
Fall. 3 credits.

**ANTHR 203 Early People: The Archaeological and Fossil Record (also Archaeology 203)**  
Spring. 3 credits.

**ANTHR 390 Primate Behavior and Ecology**  
Spring. 4 credits.

**ANTHR 391 The Evolution of the Human Life Cycle**  
Spring. 3 credits.

**ANTHR 490 Primates and Evolution**  
Spring. 4 credits.

**BIO G 207 Evolution**  
Fall or summer. 3 credits.

**BIO ES 261 Ecology and the Environment**  
Fall. 4 credits.

**BIO ES 272 Functional Ecology: How Animals Work**  
Spring. 4 credits.

**BIO ES 275 Human Biology and Evolution (also Anthropology 275 and Nutritional Sciences 275)**  
Fall. 3 credits.

**BIO ES 371 Human Paleontology (also Anthropology 371)**  
Fall. 4 credits.

**BIO ES 378 Evolutionary Biology**  
Spring. 4 credits.

**BIO ES 461 Population and Evolutionary Ecology**  
Spring. 4 credits.

**BIO ES 464 Microevolution and Macroevolution**  
Spring. 4 credits.

**BIO ES 470 Ecological Genetics (also Entomology 470)**  
Spring. 4 credits.

**BIO ES 471 Mammology**  
Fall. 4 credits.

**BIO GD 481 Population Genetics**  
Fall. 4 credits.

**BIO GD 482 Human Genetics and Society**  
Fall. 3 credits.

**BIO GD 484 Molecular Evolution**  
Spring. 3 credits.

**BIO ES 673 Human Evolution: Concepts, History and Theory (also Anthropology 673)**  
Fall. 3 credits.

**B&SOC 447 History of Biology-Evolution (also History 447)**  
Fall. 4 credits.

**HSS 330 Ecology and Epidemiology of Health**  
Spring. 3 credits.

**NS 306 Nutritional Problems of Developing Nations**  
Fall. 3 credits.

**PSYCH 326 Evolution of Human Behavior**  
Fall. 4 credits.

**R SOC 201 Population Dynamics**  
Spring. 3 credits.

**VET MI 431 Medical Parasitology**  
Fall. 2 credits.

**VET CS 664 Introduction to Epidemiology**  
Fall. 3 credits.

#### Independent Major Program

Dean Lynne Abel, director, 55 Goldwin Smith Hall, 255-3386.

The Independent Major Program is described in the introductory section of Arts and Sciences.

**IM 351 Independent Study**  
Fall or spring. 1-4 credits. Prerequisite: permission of the program office.

**IM 499 Honors Research**  
Fall or spring. 1-8 credits; a maximum of 8 credits may be earned for honors research. Prerequisite: permission of program director. Each participant must submit a brief proposal approved by the honors committee.

#### Intensive English Program

Jeanette M. Mancusi, director;  
Erik J. Beukenkamp, Richard L. Feldman,  
Krystyna Golkowska, Marylee Johns,  
M. Tamara Lovell, Sally Yates

This full-time, noncredit, nondegree program is designed to meet the requirements of foreign students who need to acquire proficiency in English to pursue university-level studies in the United States, as well as for visitors, personnel in business, the hospitality industry, legal work, medicine, and others seeking competence in the language.

The intensive nature of the program leads to a command of the language in all its aspects—listening, speaking, reading, and writing—in the shortest possible time.

Integrated courses are offered both fall and spring semesters at all levels from low intermediate through high advanced.

Students who have gained full admission to or who are already registered in degree-granting programs at Cornell should consult the section "Modern Languages" for information regarding courses in English for Academic Purposes (series ENGLF).

The Intensive English Program is administered by the Department of Modern Languages, Cornell University, Morrill Hall, Ithaca, New York 14853-4701, U.S.A. Application materials and information are available directly from the

program by calling 607/255-4863, or by faxing 607/255-7491. Internet e-mail is [CUIEP@cornell.edu](mailto:CUIEP@cornell.edu). Web page is <http://www.dml.cornell.edu/iep/cuipep.html>.

#### International Relations Concentration

Matthew Evangelista, director

Integral to international relations is a focus on global issues and processes and an understanding of their impact on particular countries or geographic regions. Cornell's several undergraduate colleges and many departments offer courses that provide a strong grounding in the field as well as an opportunity to study more than 60 languages.

The concentration in international relations provides a curricular structure for undergraduate students with an interest in international law, economics, agriculture, trade, banking, organizations, and government service, and in cross-cultural affairs or education. Students can major in just about anything and in addition "concentrate" in international relations. They can major in a field that the concentration in international relations closely complements (for example, history, government, economics, or anthropology) or they can major in some very different subject, including the sciences, and use the concentration to develop a separate expertise. Some students design an independent major in some aspect of international relations or comparative social or cultural studies.

#### Course requirements for students entering Cornell in fall 1994 and after:

These requirements are designed to expose students to a broad range of perspectives in international relations while allowing them to tailor their course selections to specific interests. Courses throughout the university are grouped into four subject areas:

- 1) International Economics and Development;
- 2) World Politics and Foreign Policy;
- 3) Transnational Processes and Policies; and
- 4) Cultural Studies. Within these four subject areas, courses are also identified as "core" or "elective." Students must complete seven courses selected from the four groups according to one of two strategies. Option A emphasizes the politics and economics of international relations. Option B puts greater stress on culture. In choosing either option, students should ensure that they acquire familiarity with more than one geographic region or country.

#### Option A:

- One core course from Groups 1, 2, and 4
- One elective from Groups 1, 2, 3, and 4

#### Option B:

- One core course from Groups 1, 2, and 4
- One elective from either Group 1 or Group 2
- One elective from Group 3, and two additional electives from Group 3 or Group 4

Students should take note that many of the core courses have prerequisites. **The list of electives here is representative but not complete.** Many other courses throughout the university can qualify as electives for the IR Concentration.

**Group 1: International Economics and Development**

Core:	Econ 363	International Economics (prereq. Econ 101-102)
	Econ 361	International Trade Theory (prereq. 101-102, 313)
	Econ 371	Economic Development (prereq. 101-102, 313)
Electives:	Econ 367	Comparative Economic System: East & West
	Econ 369	The Economy of China
	Econ 375	Economic Problems of India
	ILRIC 333	Western Europe, US, and Japan in a Changing World Economy

**Group 2: World Politics and Foreign Policy**

Core:	Govt 181	Introduction to International Relations
	Hist 314	History of American Foreign Policy, 1912-present
Electives:		
	Govt 400	US Political Economy in Global Perspective
	Govt 433	Politics of Economic Liberation in the Developing World

**Group 3: Transnational Processes and Policies**

[NO CORE]

Electives:	B&Soc 460	Social Analysis of Ecological Change (seniors & grads)
	B&Soc 461	Environmental Policy (seniors & grads)
	INTAG 300	Perspectives in International Agriculture and Rural Development
	Phil 294	Global Thinking
	R Soc 438	Social Demography

**Group 4: Cultural Studies**

Core:	Anthr 200	Cultural Diversity and Contemporary Issues
	Anthr 321	Sex and Gender in Cross-Cultural Perspective
	Anthr 460	Culture and International Order
Electives:		
	AS&RC 311	Govt & Politics in Africa
	AS&RC 478	Family and Society in Africa
	Anthr 345	Japanese Society
	Asian 363	Contemporary Mass Culture in Japan and the US
	Asian 385	Vietnamese Cultural Studies

Com L 455	Caribbean Literature
Govt 332	Modern European Politics
Govt 346	Modern Japanese Politics
Govt 347	Govt & Politics of China
Govt 358	Modern History of Near East
Hist 449	Race & Class in Latin America
Hist 493	Problems in Modern Chinese History
NES 234	Arabs & Jews: Cultures in Confluence and Conflict

**Language Requirement**

IR Concentrators entering Cornell in fall 1994 and after are expected to complete additional language study beyond the College of Arts and Sciences degree requirement. This study can be accomplished in one of two ways:

- 1) Two years of one foreign language (proficiency plus one course)
- 2) Two languages at proficiency

**Requirements for students entering Cornell prior to fall 1994:**

- 1) Two courses in government:
  - a) Government 181 or 281: Introduction to International Relations (spring).
  - b) One appropriate 300-level government course, either in international relations or in the foreign policy of a particular country.
- 2) Two courses in economics:
  - a) One from the following offerings: Economics 361: International Trade Theory and Policy (fall); Economics 362: International Monetary Theory and Policy (spring); Economics 363: International Economics (fall); Economics 371: Economic Development (fall).
  - b) One from the following offerings: Economics 366: The Economies of Central Europe and the Former USSR (spring); Economics 367: Comparative Economic Systems (spring); Economics 370: Socialist Economies in Transition (fall); Economics 374: National and International Food Economics (spring). (*\*Students can take Economics 361 and 362 to fulfill the economics requirement.*)
- 3) Two courses in history:
  - a) History 314: History of American Foreign Policy, 1912 to the Present (spring).
  - b) Any history course dealing with a modern nation or region other than the United States.

Typical choices among the sequences listed above would be to study European history and government and Economics 361, 362, or 367, or Third World history and government and Economics 371 and other listed economics courses. Under certain conditions, it may be possible to substitute other courses for those listed above. In addition, students are

strongly encouraged to acquire full proficiency in a modern foreign language.

**Study Abroad**

IR Concentrators are strongly encouraged to study abroad to bring a practical dimension to their expertise in international issues. Those who choose this option will find the requirements for the concentration highly compatible with study abroad.

*All courses used to fulfill the concentration requirements must be taken for a letter grade.* Transcripts will reflect successful completion of the requirements for the concentration. In addition, students will receive a special certificate signed by the faculty coordinator of the international relations concentration. Students interested in pursuing the concentration should discuss it with their faculty adviser. To enroll and for further information, contact the Department of Government, McGraw Hall.

**Center for International Studies**

See Interdisciplinary Centers, Programs, and Studies.

**Program of Jewish Studies**

D. I. Owen, director (Ancient Near Eastern and Biblical History and Archaeology), C. Baker (Judaism and Christianity in late Antiquity), R. Brann (Judeo-Arabic Studies), N. Fumman (Holocaust Studies), P. Hyams (Medieval Jewish History), D. LaCapra (Holocaust Studies), H. Lupovitch (European Jewish History), D. Polachek (Holocaust Studies), R. Polenber (American-Jewish History), J. Porte (American-Jewish Writers), D. S. Powers (Arabic and Islamic Studies), G. Rendsburg (Biblical and Semitic Studies), N. Scharf (Hebrew language), D. Schwarz (Anglo-Jewish Literature), S. Shoer (Hebrew Language), Y. Szekeley (Judaica Bibliography), J. Teitelbaum (Modern History of the Middle East)

The Program of Jewish Studies was founded as an extension of the Department of Semitic Languages and Literatures (now the Department of Near Eastern Studies) in 1973 and attained status as an intercollegiate program in 1976.

The program has grown out of the conviction that Judaic civilization merits its own comprehensive and thorough treatment and that proper understanding of any culture is inconceivable without adequate knowledge of the language, literature, and history of the people that created it. Accordingly, the offerings in the areas of Hebrew language and literature have been considerably expanded, and courses in ancient, medieval, and modern Jewish history have been added to the program.

It is a broadly based, interdisciplinary program, bringing together faculty from the various Cornell colleges.

The Program of Jewish Studies supports teaching and research in the overall area of Judaic Studies. It is a secular, academic program, the interests of which are diverse and cross-cultural. The program recognizes its special relationship to teaching and research in classical Judaica and Hebraica which are pursued by the members of the Department of Near Eastern Studies.

It presently enables students to obtain basic instruction and specialization in the fields of

Semitic languages; the Hebrew Bible; medieval and modern Hebrew literature; ancient, medieval, and modern Jewish history; and Holocaust studies. In some of these fields students may take courses both on graduate and undergraduate levels. Faculty throughout the university provide breadth to the program by offering courses in related areas of study.

### Courses Offered

#### **JWST 105-106 Elementary Modern Hebrew I and II (also NES 101-102)**

105 fall; 106 spring. 6 credits. S. Shor. For description, see NES 101-102.

#### **JWST 201-202 Intermediate Modern Hebrew I and II (also NES 201-202)**

201 fall; 202 spring. 4 credits. N. Scharf. For description, see NES 201-202.

#### **JWST 227 Introduction to the Prophets (also NES 227 and RELST 227) @ #**

Fall. 3 credits. Enrollment limited to 140 students. G. Rendsburg. For description, see NES 227.

#### **JWST 234 Arabs and Jews in Confluence and Conflict (also NES 234, RELST 234, and COM L 234) @ #**

Fall. 3 credits. R. Brann. For description, see NES 234.

#### **JWST 244 Introduction to Ancient Judaism (also NES 244 and RELST 244) @ #**

Spring. 3 credits. Enrollment limited to 140 students. G. Rendsburg. For description, see NES 244.

#### **JWST 245 Introduction to Modern Jewish History (also NES 249) #**

Spring. 3 credits. Staff. For description, see NES 249.

#### **JWST 248 Introduction to Classical Jewish History (also RELST 248 and NES 248) @ #**

Fall. 3 credits. C. Baker. For description, see NES 248.

#### **JWST 251 The Holocaust: The Destruction of European Jewry**

Fall. 3 credits. Enrollment limited to 100 students. H. Lupovitch. This course will survey the social, political, and ideological origins of the Nazi program to destroy European Jewry, and will examine the evolution and implementation of this program. Emphasis will be placed on the context out of which this episode unfolded, including the rise of political and racial anti-Semitism at the end of the nineteenth century, the political and social tensions of the inter-war period. In addition to examining the events of the Holocaust, this course will examine the impact of these events on perpetrators and victims. The course will also address topics pertinent to the post-Holocaust era, including the impact of the Eichmann Trial on Jews in the State of Israel and America, the hunt for Nazi war criminals, and the rise of Holocaust revisionism.

#### **JWST 294 Modern History of the Near East: Changing Politics, Society, and Ideas (also GOVT 358 and NES 294) @**

Fall. 4 credits. Fulfills the college distribution requirement in history or the social sciences. J. Teitelbaum. For description, see NES 294.

#### **JWST 301-302 Advanced Modern Hebrew I and II (also NES 301-302) @**

301 fall; 302 spring. 4 credits. N. Scharf. For description, see NES 301-302.

#### **JWST 339 Muslims, Christians and Jews in Islamic Spain: Literature and Society (also NES 339, COMP LIT 334, RELST 334, SPAN LIT 339) @ #**

Spring. 4 credits. R. Brann.

#### **[JWST 342 Jewish Mysticism (also RELST 344 and NES 344) #**

Fall. 4 credits. Enrollment limited to 20 students. Not offered 1996-97. Staff. For description, see NES 344.]

#### **JWST 344 The History of Early Christianity (also NES 324 and RELST 325)**

Fall. 4 credits. C. Baker. For description, see NES 344.

#### **JWST 346 Seminar on 19th-Century Jewish Intellectual History (also NES 347 and RELST 346)**

Spring. 4 credits. Enrollment limited to 20 students. Staff. For description, see NES 347.

#### **JWST 347 Gender and Judaism (also WOMNS 347, RELST 343, NES 345)**

Spring. 4 credits. Enrollment limited to 25 students. C. Baker. For description, see NES 345.

#### **JWST 352 The Transformation of European Jewry**

Spring. 4 credits. H. Lupovitch. This course will examine the transformation of Jewish life during the last three centuries from the all-encompassing Jewish world of the middle ages into the compartmentalized Jewish experience of the modern world. The course will emphasize the impact of modern politics and society on aspects of Jewish communal life such as the political outlook of Jewish leadership, the expanding role of women, changes in Jewish family life, the status of the rabbinate, and the transformation of Jewish schools.

#### **JWST 400 Seminar in Advanced Hebrew (also NES 400)**

Fall and spring. 4 credits. Enrollment limited to 15 students. N. Scharf. For description, see NES 400.

#### **JWST 435-436 Aramaic I & II (also NES 435-436) @ #**

435, fall; 436, spring. 4 credits each term. Enrollment limited to 15 students. G. Rendsburg. For description, see NES 435-436.

#### **JWST 478 Jewish-American Writing (also ENGL 479 and AMER STDS 479)**

Fall. 4 credits. Enrollment limited to 15 students. J. Porte. A study of American writing from about 1895 to the present that is concerned with the Jewish experience in the New World. Some topics to be covered: immigrant life, gender issues, the conflict between religious and secular outlooks, political affiliation, the Great Depression, the Group Theater, anti-Semitism, Jewish life in the suburbs, the effect of the Holocaust, the "renewal" of Yiddish culture and religious interest. Authors to be studied may include: Abraham Cahan, Anzia Yezierska, Fannie Hurst, Mike Gold, Henry Roth, Clifford Odets, Karl Shapiro, Lionel Trilling, Alfred Kazin, Saul Bellow, Bernard Malamud, Philip Roth, Ruth Whitman and

Cynthia Ozick. There will be opportunities for research in secondary sources and we shall probably study some films on Jewish subjects (e.g., *Hester Street* and *Crossing Delancy*).

#### **JWST 491-492 Independent Study-Undergraduate**

Fall and spring. Variable credit. Staff.

#### **JWST 499 Independent Study-Honors**

Fall and spring. Variable credit. Staff.

#### **JWST 620 Readings in Medieval Hebrew Poetry and Prose (also NES 620)**

Fall and spring. 4 credits. R. Brann. For description, see NES 620.

### Courses Not offered 1996-97.

JWST 197-198 Introduction to Near Eastern Civilization (also NES 197-198 and RELST 197-198) @ #

JWST 223 Introduction to the Bible (also NES 223 and RELST 223) @ #

JWST 228/628 Genesis (also Near Eastern Studies 228 and 628 and Religious Studies 228) @ #

JWST 242 Jewish Literature and Thought in the Rabbinic Period (also NES 242, RELST 242 and CLASS 243) @ #

JWST 243 Classics of Hebrew Literature, a Survey: The Hebrew Literary Tradition (also Comparative Literature 231 and NES 231)

JWST 247 Introduction to Jewish Art and Archaeology from the Hellenistic to the Rabbinic Period (also CLASS 249, NES 247, RELST 247, ARKEO 247) @ #

JWST 250 Response to the Holocaust

JWST 261 Ancient Seafaring (also ARKEO 275 and NES 261) @ #

JWST 263 Introduction to Biblical History and Archaeology (also Archeology 263, Near Eastern Studies 263 and Religious Studies 264) @ #

JWST 264 Agriculture and Society in the Ancient Near East (also Near Eastern Studies 264) @ #

JWST 274 Jewish Civilization in Eastern Europe 1814-1939 (also RUSSL 274)

JWST 283 The Lyrics of Love and Death: Medieval Hebrew Poetry in Translation (also Comparative Literature 333 and NES 233) @ #

JWST 293 Judaism, Christianity and Islam in Comparative Perspective (also NES 293)

JWST 322 Undergraduate Seminar in Biblical Literature: Prophecy in Ancient Israel (also Near Eastern Studies 322)

JWST 340 Topics in Religion: Religious Symbols in Near Eastern Late Antiquity (also NES 320 and RELST 340) #

JWST 345 Letter, Novel, Dictionary: The Making of National Language (also COMP LIT 345 and NES 343) #

JWST 347 Gender and Judaism (WOMNS 347, RELST 343, NES 345)

JWST 348 Varieties of Judaism in the Graeco-Roman World (also Near Eastern Studies 348 and Religious Studies 348) @ #

JWST 350 The Jews of the Territory of the Soviet Union from 1881 to the Present (also RUS LIT 355)

JWST 361 Interconnections in the Eastern Mediterranean World in Antiquity (also Near Eastern Studies 361) @ #

- JWST 362 The History and Archaeology of Ancient Syria (also ARKEO 362/662 and NES 362/662) @ #
- JWST 366 The History and Archaeology of the Ancient Near East (also Archaeology 310 and Near Eastern Studies 366) @ #
- JWST 402 Seminar in Hebrew Literature and Poetics (also Near Eastern Studies 402)
- JWST 420 Readings in Biblical Hebrew Prose (also NES 420, RELST 420) @ #
- JWST 421 Readings in Biblical Hebrew Poetry (also NES 421, RELST 423) @ #
- JWST 428 Medieval Hebrew Biblical Exegesis (also NES 428, NES 624, and RELST 428)
- JWST 440 The Form of the Jews (also COMP LIT 480, ENG 420 and NES 440) #
- JWST 450 Undergraduate Seminar in Recent American History (also HIST 440)
- JWST 610 Paul Celan and the Shoah (also German Studies 640 and COMP LIT 640)
- JWST 627 The Song of Songs (also Near Eastern Studies 627 and Religious Studies 627)

### John S. Knight Writing Program

The director of the John S. Knight Writing Program is Jonathan Monroe, associate professor in the Department of Comparative Literature and George Elliott Reed Professor of Writing and Rhetoric. Katherine Gottschalk, senior lecturer in the Department of English, is the Walter C. Teagle Director of Freshman Writing Seminars. The program's offices are in 159 Goldwin Smith Hall, 255-4061.

M. Gilliland (Writing Workshop), K. Hjortshoj (Writing Workshop), B. LeGendre (Writing Workshop), J. Martin (Writing Workshop), G. Matassarini (Writing Workshop), J. Pierpont (Writing Workshop).

The John S. Knight Writing Program helps to coordinate the teaching of writing for undergraduates in six of the university's schools and colleges (the School of Industrial and Labor Relations and the colleges of Agriculture and Life Sciences; Architecture, Art, and Planning; Arts and Sciences; Engineering; and Human Ecology). The program administers writing seminars for freshmen and upperclass students, tutorial writing classes, and seminars in the teaching of writing. More than thirty academic departments and programs participate in the program.

### Advanced Writing Seminars

For upperclass students, the program collaborates with the Department of English in offering English 288-89, "Expository Writing." This course helps students write with more confidence and skill in all disciplines, while provoking inquiry into particular areas of study, forms or uses of writing, or topics intimately related to the written medium. Students may choose among a variety of sections focusing on such themes as "Writing about the Social World," "Writing in the Humanities," "Issues and Audiences," "Understanding the News," and "The Languages of Science."

### Freshman Writing Seminars

For freshmen the program offers the freshman writing seminars—more than 125 different courses in the humanities, social sciences, expressive arts, and sciences. Through introductory work in a particular field of

study, seminars help students write good English expository prose—prose that, at its best, is characterized by clarity, coherence, intellectual force, and stylistic control. All seminars pursue this common aim through small classes, with a maximum of seventeen students, and adherence to a program-wide set of guidelines:

- 1) At least six—and at most, about fourteen—formal writing assignments.
- 2) At least two assignments asking for a seriously rewritten (not merely edited) essay. Assignments for guidelines 1 and 2 should total a minimum of thirty pages.
- 3) Ample, regular classroom time spent on work directly related to writing.
- 4) Reading assignments in the course subject short enough—maximum 75 pages per week—to permit regular, concentrated work on writing.
- 5) At least two individual conferences.

Offerings change from semester to semester. Each term's freshman writing seminars are described in a brochure available from college registrars.

To ensure that students will enjoy the benefits of small writing classes, freshman writing seminars are limited to no more than seventeen students. Instead of pre-enrolling in their writing courses, students request placement in one of five writing seminars by filling out ballots available from their college registrars. Over ninety percent receive one of their top three choices. In the fall, students may change their writing seminars at the Freshman Writing Seminar Exchange; and in the spring, students may change their writing seminars at the University Course Exchange. Changes can also be made at special Freshman Writing Seminar add/drop sessions held during the first two weeks of each semester.

The colleges and the school served by the program accept freshman writing seminars in fulfillment of their individual graduation requirements in categories referred to variously as "freshman writing," "oral and written expression," and the like. The program does not decide whether students may graduate: it makes courses available. Individual colleges and schools administer their own graduation requirements.

Currently, most undergraduate students are required to take two freshman writing seminars. Architecture students, however, need only one. Hotel students fulfill their requirement through Hotel Administration 165, which should be taken with Hotel Administration 265 during the first two semesters at Cornell. Agriculture and Life Sciences students can take freshman writing seminars or choose from among a variety of other courses to fulfill their requirement.

All students who score "4" or "5" on the Princeton Advanced Placement Examination in English receive three credits. Such credits are awarded automatically; no application to the John S. Knight Writing Program or the Department of English is necessary. How these credits may be applied to freshman writing or other distribution requirements depends on the student's college and score. All students who score "5," except Architecture students, may apply their three credits towards the writing requirements of their college. Of students who score "4," only

Agriculture and Life Sciences students and Industrial and Labor Relations students may apply their three credits toward the writing requirements of their college. Students should always consult their college registrars to be certain that they understand their writing requirements.

Students who have already taken a freshman writing seminar, or who score "4" or "5" on the Princeton AP exam, or "700" or better on the English Composition or CEEB tests, may enroll, space permitting, in the following upper-level freshman writing seminars: English 270, 271, and 272.

Although there are no exemptions from college writing requirements, some students may fulfill all or part of their college's writing requirement through transfer credits or writing-course substitutions.

For work done at other institutions to be accepted as equivalent to freshman writing seminars, students should demonstrate that they have done a reasonably equivalent amount of writing in a formal course. (It is not sufficient to write, for example, one thirty-page term paper.) Students in the College of Engineering and the College of Arts and Sciences must file an "application for transfer evaluation" to request writing credit for such courses; students in other colleges should consult their college registrars.

In unusual circumstances, upper-level students may petition to use a Cornell writing course other than a freshman writing seminar to satisfy part of their writing requirement. The John S. Knight Writing Program must approve all such petitions in advance.

For information about the requirements for freshman writing seminars and descriptions of seminar offerings, consult the John S. Knight Writing Program brochure, available from college registrars in August for the fall term and in late October for the spring term.

### Teaching Writing

Each summer and fall, the program offers instruction in the teaching of writing to new staff members in the freshman writing seminars and other interested instructors. Teaching Writing I, offered in the summer, is primarily a course for graduate students; the same course is offered in the fall as Teaching Writing II. The program also sponsors a summer apprenticeship program for a limited number of graduate students, and a summer seminar for faculty members interested in the teaching of writing.

### Writing Workshop

The John S. Knight Writing Program offers An Introduction to Writing in the University for freshmen (or transfer students needing writing credit) through the Writing Workshop. This course is designed for students who have had little training in composition or who have serious difficulty with writing assignments.

Writing 137 and 138 are graded S-U only, and students receiving a grade of S are normally granted credit toward their college writing requirements. Students who think this course might be appropriate, including non-native speakers of English scoring less than 600 on the Test of English as a Foreign Language (TOEFL), should attend the assessment sessions offered by the Writing Workshop during orientation week each fall. The workshop also offers a Walk-In Service (see



below) to help students with problems in essay writing. The director is Joe Martin, senior lecturer in the Writing Workshop. The workshop offices are in 174 Rockefeller Hall, 255-6349.

### The Walk-In Service

Through the Walk-In Service, the Writing Workshop offers tutoring assistance in writing to any student who needs help with a writing project. The Walk-In Service has tutors available during the academic year in 174 Rockefeller and north- and west-campus residential areas. The director is Mary Gilliland. For information contact the Writing Workshop, 174 Rockefeller Hall, 255-6349.

### WRIT 137-138, 134 An Introduction to Writing in the University

137, fall; 138, spring; 134, summer. 3 credits each term. Each section limited to 12 students in the fall and spring, 6 students in the summer. S-U grades only. Prerequisite: permission of instructor.

This writing seminar is designed for students who need more focused attention to order to master the expectations of academic writing. The course emphasizes the analytic and argumentative writing and critical reading essential for university-level work. With small classes and with weekly student/teacher conferences, each section is shaped to respond to the needs of students in that particular class.

### WRIT 139-239 Workshops in English Composition II

Spring, 139, undergraduate students only; 239, graduate students only. 3 credits. S-U grades only. Cannot fulfill any writing or distribution requirements. Prerequisite: permission of instructor.

These courses allow students the opportunity to resolve significant writing challenges that have interfered with their academic progress. Students must have ongoing writing projects on which to work. Instruction is in weekly tutorials. Interested students should come to 174 Rockefeller for more information.

### Latin American Studies

Lourdes Benería, Robert Blake, David Block, Debra Castillo, Carlos Castillo-Chavez, Maria L. Cook, David Cruz de Jesus, Tom Davis, Eleanor Dozier, Barbara Deutsch-Lynch, Gary Fields, María A. Garcés, William Goldsmith, Jere Haas, Jean-Pierre Habicht, John Henderson, Thomas Holloway, Zulma Iguina, Billie Jean Isbell, Steven Jackson, Teresa Jordan, John Kronik, Steven Kyle, David R. Lee, Antonio Monegal, Luis Morató, Craig Morris, Jura Oliveira, José Piedra, Thomas Poleman, Alison Power, Eloy Rodríguez, Mary Roldán, Jeannine Routier-Pucci, Diva Sanjur, Roberto Sierra, Joseph M. Stycos, J. Margarita Suñer, David H. Thurston, Jonathan Tittler, Armand VanWambeke, Hector Vélez, Lawrence Williams, Frank Young

The Latin American Studies Program encourages and coordinates faculty and student interests in Latin America. A variety of special lectures, films, and seminars supplement the regular course offerings. Graduate students may pursue a minor in Latin American Studies, while majoring in the field of their choice. Undergraduate students may fulfill a Latin American Studies Concentration by completing a minimum of 15 credits in Latin American studies courses combined with language

proficiency in Quechua, Spanish, or Portuguese. Latin American courses are offered in the College of Agriculture and Life Sciences; the College of Architecture, Art, and Planning; College of Arts and Sciences, College of Human Ecology; and the School of Industrial and Labor Relations.

For further information and a current course listing, students should contact the program office at 255-3345 or 190 Uris Hall.

### Latino Studies Program

472 Caldwell Hall

The Latino Studies Program is an interdisciplinary academic program that focuses on the contributions, concerns, and welfare of those persons of Latino origin who reside in the United States. It includes support for historical, linguistic, literary, social, economic, and political studies of this diverse group of Americans. To this end the program objectives are (1) to expand the available course curriculum by providing both undergraduate and graduate courses pertaining to Latino subject matters; (2) to enlarge the size of the Latino faculty at Cornell through permanent appointments and visiting appointments; and (3) to enhance the Latino academic environment on campus through support of such activities as lectures, conferences, seminars, exhibits, and research activities.

### Undergraduate Concentration

The program's undergraduate concentration affords students an opportunity to develop a multidisciplinary approach to the study of Latinos in the United States. To complete an undergraduate concentration in Latino Studies, students must earn at least 15 credits including LSP 201/SOC 265: Latinos in the United States (offered each spring semester), and at least four other courses from the course list. Students should make an attempt to achieve breadth and depth in the concentration and should include courses at the 300 and 400 level. Students pursuing the concentration must meet with the LSP Advisor and file an application with the Latino Studies Program office.

### Resource Center

The Latino Studies Program Resource Center in 450 Caldwell Hall serves Cornell students, faculty, staff, and the wider local community. The Resource Center holds print and media material pertinent to U.S. Latino issues and also provides a meeting space for more than 25 Latino student organizations.

### Courses

#### LSP 201/SOC 265 Latinos in the United States

Spring. 4 credits variable.

#### LSP 202/SPAND 200 Spanish for Bilinguals

Spring. 3 credits.

#### LSP/SPANL 210 Introduction to Latino Studies

4 credits variable.

#### LSP/RSOC 220 Sociology of Health and Ethnic Minorities

3 credits.

#### LSP/ANTHRO 221 Ethnographies on Latino Culture

3 credits.

#### LSP/ENGL 240-SPANL 242 Introduction to U.S. Latino Literature

Fall. 3 credits.

#### LSP/ENGL/SPANL 241 Introduction to Chicano/a Poetry and Politics

3 credits.

#### LSP/ENGL 242-SPANL 244 Chicanos and Film: Re-Presentations of La Raza

3 credits.

#### LSP/ENGL/SPANL/COML 243 Poetry and Politics in the Americas

4 credits.

#### LSP/SPANL 246 Contemporary Narratives by Latina Writers

Spring. 3 credits.

#### LSP/SPAND 366 Spanish in the United States

4 credits.

#### LSP/ANTHRO 377 The United States

4 credits.

#### LSP/SPANL 396 Modern Latino Prose Fiction

#### LSP/ENGL 442 Testimonial Narratives: U.S. Latinos at War

4 credits.

#### LSP 420/421 Independent Study

Permission of instructor. 2-4 credits variable.

#### LSP/ANTHRO 660 Latino Languages, Ideology, and Practice

4 credits.

#### LSP/ENGL 696 Writing Resistance: U.S. Minority and Third World Prisoner Discourses

### Law and Society

P. R. Hyams, director, 119 Stimson Hall, 255-8515, prh3@cornell.edu, G. Altschuler (american studies, history), R. Breiger (sociology), C. Carmichael (comparative literature), D. A. Dunning (psychology), G. Hay (economics), P. Hyams (history), S. Jasanoff (science and technology studies), M. Katzenstein (government), R. Miller (philosophy), M. B. Norton (history), R. Polenber (history), D. Powers (Near Eastern studies), J. Rabkin (government), A. Rutten (government), L. Scheinman (government)

The Law and Society Program offers an interdisciplinary concentration for undergraduates who are interested in the law from the perspectives of the social sciences and the humanities: anthropology, comparative literature, economics, government, history, philosophy, psychology, science and technology studies, and sociology. In addition, undergraduates in the College of Arts and Sciences can major in law and society through the Independent Major Program. Students who wish to graduate with a concentration in law and society should consult the director of the program or one of the advisers listed above to plan a coherent program of study. Such a program should ordinarily include at least four courses from the following list. Particular attention is drawn to GOVT 313 and PSYCH 265, which past students have often taken. Other courses may be substituted with the approval of the adviser. Inquiries can be directed to: Mary Newhart, Administrative Assistant, 119 Stimson Hall, 255-8515, mjn3@cornell.edu.

**AS&RC 280 Racism in American Society**

**ANTHR 328 Conflict, Dispute Resolution, and Law in Cultural Context**

**ANTHR 385 Sex, Morality, and the Law (also WOMNS 385) @**

**ASIAN 338 Democracy and War (also HIST 338)**

**B&SOC 406 Biotechnology, Society, and Law (also S&TS 406)**

**B&SOC 407 Law, Science, and Public Values (also GOVT 407 and S&TS 407)**

**COM L 326 Christianity and Judaism (also RELS 326) #**

**COM L 328 Literature of the Old Testament (also RELS 328) @ #**

**ECON 304 Economics and the Law**

**ECON 335 Public Finance and Resource Allocation**

**ECON 336 Public Finance: Resource Allocation and Fiscal Policy**

**ECON 354 Economics of Regulation**

**GOVT 111 Introduction to American Government and Politics**

**GOVT 260 Social and Political Theory (also PHIL 242)**

**GOVT 294 Global Thinking (also PHIL 294)**

**GOVT 313 The Nature, Functions, and Limits of Law**

**GOVT 324 Legal Reasoning and Legal Adaptation**

**GOVT 327 Civil Liberties in the United States**

**GOVT 328 Constitutional Politics: The United States Supreme Court**

**GOVT 364 The Selfish Individual and the Modern World**

**GOVT 407 Law, Science, and Public Values (also B&SOC 407 and S&TS 407)**

**GOVT 410 Legislatures, Courts and Public Policy**

**GOVT 412 Voting and Political Participation**

**GOVT 428-429 Government and Public Policy: An Introduction to Analysis and Criticism**

**GOVT 462 Modern Political Philosophy (also PHIL 346)**

**GOVT 466 Feminism and Gender Discrimination (also WOMNS 466)**

**GOVT 469 Limiting War: The Morality of Modern State Violence (also PHIL 369)**

**GOVT 489 International Law and Regime Development**

**HIST 210 Supreme Court and Civil Liberties**

**HIST 318 American Constitutional Development**

**HIST 336 The American Ethos of Entrepreneurialism: Capitalism and Society in Developing America**

**HIST 338 Democracy and War**

**HIST 368 Marriage and Sexuality in Medieval Europe (also WOMNS 368) #**

**HIST 436 Conflict Resolution in Medieval Europe**

**HIST 437-657 Sexuality, Society, and the State in the Near East (also NES 456-657 and WOMNS 455-655) @**

**HIST 440 Undergraduate Seminar in Recent American History**

**NES 456-657 Sexuality, Society and the State in the Near East (also HIST 437-657 and WOMNS 455-655) @ #**

**PHIL 241 Ethics**

**PHIL 242 Social and Political Theory (by petition for breadth requirement) (also GOVT 260)**

**PHIL 294 Global Thinking (also GOVT 294)**

**PHIL 319 Philosophy of Marx #**

**PHIL 346 Modern Political Philosophy (also GOVT 462)**

**PHIL 369 Limiting War: The Morality of Modern State Violence (also GOVT 469)**

**PHIL 444 Contemporary Legal Thought (also Law 710)**

**PHIL 446 Topics in Social and Political Philosophy**

**PSYCH 265 Psychology and Law**

**RELST 326 Christianity and Judaism (also COM L 326)**

**RELST 328 Literature of the Old Testament (also COM L 328)**

**S&TS 406 Biotechnology, Society, and Law (also B&SOC 406)**

**S&TS 407 Law, Science, and Public Values (also GOVT 407 and B&SOC 407)**

**SOC 310 Sociology of War and Peace**

**SOC 354 Law and the Social Order**

**WOMNS 368 Marriage and Sexuality in Medieval Europe (also HIST 368)**

**WOMNS 385 Sex, Morality, and the Law (also ANTHRO 385)**

**WOMNS 455/655 Sexuality, Society, and the State in the Near East (also NES 456/657 and HIST 437/657)**

**WOMNS 466 Feminism and Gender Discrimination (also GOVT 466)**

**ARME 320 Business Law I**

**CE&H 365 Economics of Consumer Law**

**CRP 380 Environmental Politics**

**CRP 451-551 Environmental Law**

**ILRCB 607 Values in Law, Economics, and Industrial Relations**

**NTRES 401 Environmental and Natural Resources Policies**

## Lesbian, Bisexual and Gay Studies

B. Martin, director; B. Anderson, B. Ballaro, S. Bem, A. Berger, J. Borneman, B. Correll, J. Culler, I. DeVault, N. Furman, J. E. Gainor, E. Hanson, I. V. Hull, M. Jacobus, K. Jones, M. Katzenstein, K. March, S. McConnell-Ginet, T. Murray, M. B. Norton, J. Piedra, R. Savin-Williams, A. M. Smith, R. Weil

The field of Lesbian, Bisexual and Gay Studies is devoted to the interdisciplinary study of the social construction of sexuality. LBG Studies is founded on the premise that the social organization of sexuality is often best studied from the perspectives offered by those positions that have been excluded from established cultural norms.

In addition to offering a graduate minor, the field of LBG Studies now offers an undergraduate concentration, which is administered under the auspices of the Women's Studies Program and which consists of four courses from the list below. Although most of the courses in LBG Studies (including those on men) will probably fall within the umbrella of the Women's Studies Program and hence be crosslisted with it, not all of the courses in Women's Studies are sufficiently focused enough on the social construction of sexuality per se to be part of the LBG Studies concentration. To qualify for the concentration, courses must devote a significant portion of their time to sexuality and to questioning the cultural and historical institution of exclusive heterosexuality. Students selecting their four courses from the LBG Studies subset must identify their concentration as either LBG Studies or Women's Studies; they cannot double-count their credits and thereby use the same courses for both concentrations.

Students interested in the LBG Studies concentration should contact the Lesbian, Bisexual and Gay Studies Office in 379 Uris Hall.

### Courses

#### **ANTHR 200 Cultural Diversity and Contemporary Issues**

Fall. 3 credits. J. Borneman.  
For description, see ANTHR 200.

#### **ANTHR 321 Sex and Gender in Cross-Cultural Perspective (also WOMNS 321)**

Fall. 4 credits. K. March.  
For description, see WOMNS 321.

#### **[ENGL 355 Decadence (also WOMNS 355)]**

4 credits. E. Hanson. Not offered 1996-97. Next offered 1997-98.  
For description, see WOMNS 355.]

#### **ENGL 377 Gay Fiction (also WOMNS 376)**

Fall. 4 credits. E. Hanson.  
For description, see WOMNS 376.

#### **[ENGL 424 Studies in Renaissance Lyric**

4 credits. B. Correll. Not offered 1996-97.]

#### **[ENGL 654 Queer Theory (also WOMNS 654)]**

4 credits. E. Hanson. Not offered 1996-97. Next offered 1997-98.  
For description, see WOMNS 654.]

#### **ENGL 655 Decadence (also WOMNS 656/COMP LIT 655)**

Spring. 4 credits. E. Hanson.  
For description, see WOMNS 656.

**FRLLT 493 French Feminisms (also WOMNS 493)**

Fall. 4 credits. A. Berger.  
For description, see WOMNS 493.

**[GERST 413 The Women Around Freud (also WOMNS 413)]**

4 credits. Not offered 1996–97. B. Martin.]

**GOVT 362 Politics of Sexuality (also WOMNS 262)**

Spring. 4 credits. A. M. Smith.  
For description, see WOMNS 262.

**[HIST 377 Gender and Early Modern Europe (also WOMNS 377)]**

4 credits. Not offered 1996–97. R. Weil.]

**PSYCH 277 Social Construction of Gender (also WOMNS 277)**

Spring. 3 credits. S. Bem.  
For description, see WOMNS 277.

**PSYCH 450/650 Lenses of Gender (also WOMNS 450/650)**

Fall. 4 credits. S. Bem.  
For description, see WOMNS 450/650.

**S HUM 416 Community and Unbelonging**

Spring. 3 credits. C. Cesarino.  
For description, see S HUM 416.

**SPANL 400 Maricoteoría/Queer Theory**

Spring. 4 credits. J. Piedra.  
For description, see SPANL 400.

**THETR 337 Contemporary American Theatre (also ENG 337)**

Fall. 4 credits. J. E. Gainor.  
For description, see THETR 337.

**THETR 436 The Female Dramatic Tradition (also WOMNS 433)**

Spring. 4 credits. J. E. Gainor.  
For description, see WOMNS 433.

**WOMNS 210 Introduction to Feminist Theory**

Fall. 4 credits. B. Martin.  
For description, see WOMNS 210.

**WOMNS 465 Feminist Theory/Lesbian Theory**

Spring. 4 credits. B. Martin.  
For description, see WOMNS 465.

**[WOMNS 621 Lesbian, Gay, Bisexual Studies]**

4 credits. Not offered 1996–97. B. Martin.]

**Medieval Studies**

Danuta Shanzer, director; B. B. Adams, F. M. Ahl, C. M. Arroyo, R. Brann, K. W. Brazell, E. W. Browne, R. G. Calkins, A. M. Colby-Hall, R. T. Farrell, A. S. Galloway, A. B. Groos, W. E. Harbert, T. D. Hill, P. R. Hyams, J. H. Jasanoff, J. J. John, C. V. Kaske, W. J. Kennedy, S. MacDonald, M. Migiel, J. M. Najemy, C. A. Peterson, J. R. Piggott, D. S. Powers, D. M. Randel, S. Senderovich, W. Wetherbee

Undergraduates interested in Medieval Studies have an opportunity to take courses in the following areas of instruction: medieval Hebrew, Arabic, and Latin; Old English, Middle English, and Old Irish; Old Provençal and medieval French; medieval Spanish and Italian; Old Saxon, Old High German, Middle Russian and Old Church Slavonic; comparative literature; medieval archaeology, art, and architecture; medieval history; Latin paleography; medieval philosophy; musicology; comparative Slavic linguistics, comparative

Romance linguistics, and comparative Germanic linguistics.

Undergraduates who want to undertake an independent major or a concentration in Medieval Studies should consult the director of the program, 259 Goldwin Smith Hall, 255–8545.

Information for prospective graduate students is contained in the catalog of the Graduate School, in a brochure on Medieval Studies available from the field coordinator, and at Cornell's site on the World Wide Web.

**Graduate Seminars**

Courses in various aspects of medieval studies are offered each year in numerous cooperating departments, including Asian Studies, Classics, Comparative Literature, English, German Studies, History, History of Art, Linguistics, Music, Near Eastern Studies, Philosophy, Romance Studies, Russian Literature and by the Society for the Humanities. An up-to-date listing of courses and their descriptions is available at the Medieval Studies office, 259 Goldwin Smith Hall.

**Modern European Studies Concentration**

Susan Tarrow, coordinator

Students from any college may choose an undergraduate concentration in Modern European Studies to complement any major in any college. The purpose of the concentration is to provide a coherent structure for students with an interest in interdisciplinary study in the field of European studies.

The concentration has three tracks: European politics, economics and society; modern European history; and European culture. The requirements for the concentration are:

- 1) Competence in at least one modern European language, Romance, Germanic or Slavic (i.e., completion of a 300-level course or equivalent with a grade of at least B-, or demonstration of an advanced level of competence in an oral proficiency interview test where available).
- 2) Completion of at least one course in each of the three areas listed below:

a) *European Politics, Society and Economics*

Anthr 350	Anthropology of Europe
Econ 367	Comparative Economic Systems: Soviet Union and Europe
Econ 370	Socialist Economies in Transition
Govt 325	Eastern European Politics
Govt 332	Western European Politics
Govt 338	European Political Development
Govt 342	The New Europe
Govt 350	Comparative Revolutions
Soc 366	Transitions from State Socialism

b) *Modern European History*

Hist 242	Europe since 1789 #
Hist 283	Europe in the Technological Age

Hist 353	Nineteenth-Century European Intellectual History #
Hist 354	Twentieth-Century European Intellectual History
Hist 362	European Cultural History 1815–1870 #
Hist 363	European Cultural History 1870–1945
Hist 383	Europe 1900–1945
Hist 384	Europe 1945–68
Hist 385	Europe 1968–1990

c) *Humanities*

Any general course dealing with modern Europe (19th and 20th centuries) in one of the following departments: Comparative Literature, English, German Studies, History of Art, Music, Philosophy, Romance Studies, Theatre Arts. Examples of such courses include:

ArtH 260	Introduction to Art History: The Modern Era
ArtH 361	Nineteenth-Century European Art #
COML 202	Great Books
COML 364	The European Novel
Music 108	Bach to Debussy #
Music 274	Opera #
Music 383	Music of the Nineteenth Century #
Phil 212	Modern Philosophy #
Thetr 241	Introduction to Western Theatre II #

Under certain conditions, it may be possible to substitute other courses for those listed above.

- 3) Three additional courses in any of the three areas.

a) Courses in European and comparative politics, anthropology, sociology, women's studies, and related courses in the School of Hotel Administration, the College of Agriculture and Life Sciences, and the School of Industrial and Labor Relations.

b) Courses in modern European history (post-1789).

c) Courses in (post-1789) English and European literatures, comparative literature, semiotics, fine arts, architecture, music, philosophy, film and theatre arts, and women's studies. Only two courses may be used to satisfy requirements for both the major and the concentration. Courses satisfying the breadth and distribution requirements in the College of Arts and Sciences, however, *may* be applied to the concentration. Students completing a research project under the European Summer Research Program will receive a special commendation. All concentrators are encouraged to participate in the Language House Program, and to spend a semester or more in a program of study in Europe. Courses taken abroad may be applied to the concentration if they are approved for Cornell credit.

Undergraduates in the College of Arts and Sciences can major in European Studies through the Independent Major or College Scholar programs.

For a list of relevant courses and seminars, departmental advisers, and any further information, contact Susan Tarrow, coordinator of the Modern European Studies Concentration, at the Institute for European Studies, 120 Uris Hall (telephone 255-7592).

### Religious Studies

K. Clinton, director; C. M. Arroyo, C. Baker, K.-e. Barzman, P. Becker, H. Berg, P. R. Bishop, R. Brann, K. Clinton, C. M. Carmichael, J. Fajans, D. Fredericksen, J. W. Gair, D. Gold, S. Greene, J. S. Henderson, T. D. Hill, D. Holmberg, P. R. Hyams, J. J. John, C. V. Kaske, W. Kennedy, A. T. Kirsch, N. Kretzmann, J. M. Law, J. Maas, S. MacDonald, D. Mankin, K. S. March, C. Minkowski, R. L. Moore, E. Ondrako, D. I. Owen, L. Peirce, J. R. Piggot, D. S. Powers, D. M. Randel, G. Rendsburg, J. S. Rusten, P. S. Sangren, S. Saraydar, D. R. Shanzer, T. A. Sokol, M. Washington, A. Wood

The program in Religious Studies is designed to meet the needs of three classes of students: those seeking interesting courses on religious topics as free electives or to fulfill distribution requirements; those desiring a more systematic exposure to the study of religion as a major component of their liberal arts experience; and those planning to pursue advanced academic work in religious studies or allied disciplines or subdisciplines (e.g., history of religions, anthropology, religion and literature, religion and psychology, ethics, or theology, as well as certain geographical area studies). To all these students the program offers an opportunity to acquire a fuller understanding and appreciation of one of the most fundamental aspects of human thought and behavior.

### The Major in Religious Studies

To graduate as a major in Religious Studies a student must (1) complete with letter grades the program's two core courses, Religious Studies 101 (Understanding the Religions of the World) and Religious Studies 449 (History and Methods of the Academic Study of Religion); and (2) complete with letter grades eight additional courses approved for the major, at least four of them at the 300 level or above. The following specifications of this second requirement are designed to promote breadth (2a) and depth (2b) of study.

(2a) At least four of a major's eight additional courses are to be selected to ensure some familiarity with two or more different religions, religious traditions, or religious phenomena. These courses may be at the introductory or advanced levels. For example, "Introduction to Asian Religions" (Asian Studies 250) might lead a student to take "The Religious Traditions of India" (Asian Studies 351), and then to combine these with the two "Medieval Culture" courses (History 365 and 366). Or a student might take four unrelated courses such as "Introduction to the Bible" (Near Eastern Studies/Jewish Studies 223), "Religion and Reason" (Philosophy 263), "Myth, Ritual, and Symbol" (Anthropology 320), and "Islamic History: 1258-1914" (Near Eastern Studies 258) to gain a sense of the

range of intellectual activity associated with the academic study of religious traditions and religious practices.

(2b) At least two of these eight additional courses are to be selected to ensure depth of coverage in one religion or one group of closely related religions, religious traditions, or religious phenomena. In the first illustrative case described above, the student might combine "The Religious Traditions of India" with "Indian Meditation Texts" (Asian Studies 460) or "Classical Indian Philosophical Systems" (Asian Studies/Classics 395) to acquire a measure of specialist strength in the religions of India. Alternatively, that student might combine "Introduction to Asian Religions" with one or more courses dealing with Buddhism, such as "Chinese Buddhism" (Asian Studies 358) or "Japanese Buddhism" (Asian Studies 359), to develop an appropriate depth along a different dimension.

No more than one of the courses chosen to meet requirement 2a may be used to satisfy requirement 2b.

To engage in the kind of focused study envisioned under 2b, a student will be expected to attain proficiency in a language other than English to gain access to relevant sources, primary or secondary. For example, a knowledge of Greek or Latin might be required for the study of Christianity (as well as Greek or Roman religions); of Hebrew or Aramaic for Judaism; of Arabic for Islam; of Sanskrit or Hindi for Hinduism; of Pali or Chinese or Japanese for Buddhism. Religious phenomena like shamanism or totemism, though less firmly rooted in literary traditions, have generated substantial bodies of important scholarship in French and German, and an undergraduate major concentrating in this area of Religious Studies should be equipped to make independent use of such material. Courses used to satisfy this foreign-language proficiency requirement may not be applied to the course requirements described under 2a and 2b.

Most courses approved for the major are offered by cooperating departments within the College of Arts and Sciences; a comprehensive up-to-date list of these courses is maintained at the office of the Religious Studies Program, 259 Goldwin Smith Hall.

Given the multidisciplinary character of the program in Religious Studies, it is especially important for a prospective major to select a faculty adviser early on. A current list of advisers is available from the program director. Once an adviser has been selected, a student is expected to prepare a brief statement outlining his or her intended course of major study (including study of an appropriate foreign language) and to file it with the program director for review by the faculty committee responsible for overseeing the program.

### The Major with Honors in Religious Studies

To be eligible for honors in Religious Studies, a student must maintain a GPA of 3.0 overall and 3.3 in courses other than language courses used to satisfy requirements for the major. In addition, he or she must enroll in Religious Studies 490 or 491 (Directed Study) and Religious Studies 495 (Honors Thesis), usually in the fall and spring of the senior year, respectively. Each course carries four

credits but only the first may be counted as one of the eight additional courses required for the major. Religious Studies 490, 491, and 495 are supervised by cooperating faculty members assigned to individual honors students or small groups of honors students to help them complete substantial independent projects. These projects will be evaluated by the Religious Studies Honors Committee, which is responsible for awarding honors and determining the degree of honors awarded.

### Courses Approved for the Major Sponsored by Religious Studies

#### RELST 101 Introduction to World Religions @#

Fall. 3 credits. J. M. Law.

A team-taught introduction to the contemporary study of religion and the religious traditions of the world. Topics covered include personal piety, mysticism, myth, development of religious institutions, and growth of scriptural canon. Required for majors in Religious Studies.

#### RELST 111 Biblical Law (also Comparative Literature 111)

Spring. 3 credits. C. Carmichael.

See Com L 111 for description.

#### RELST 130 The Search for the Historical Jesus (also NES 130) @#

Summer. 3 credits. S. Saraydar.

Who was Jesus? What did he really say and do? In this course we are concerned with the ways in which scholars approach these questions and the often startling answers they obtain. We examine the social, political, economic and religious environments in which Jesus operated to provide a context for critical readings of the gospels and other early Christian texts. We then reconstruct the essential features of the original Jesus movement, which we compare and contrast with Cynic philosophy, the Greco-Roman gender system, the beliefs and practices of the early Church, and the social patterns and religious philosophies of small-scale societies.

#### RELST 201 Issues in Catholic Thought

Spring. 3 credits. E. Ondrako

This course will explore fundamental dynamics for the development of Catholic Christian thought from the New Testament to the present. The students will investigate the historical and rational grounds of Catholic thought in the ideas of several thinkers from the Eastern and Western traditions, such as John Chrysostom, Augustine, Thomas Aquinas, Bonaventure, J.H. Newman, K. Rahner, Y. Congar, Paul VI and John Paul II. The course will include the main lines of thought from Vatican II. Since each historical era uncovers what it thinks to be new evidence and proposes new questions, the student will be expected to master the principal lines of thought from the past and critically utilize these arguments as they bear upon the contemporary era. The format will be lectures and discussion.

#### [RELST 202 The Greek New Testament (also Classics 202 and Near Eastern Studies 220) #

Spring. 3 credits. Not offered 1996-97.

For description see NES 220.]

#### RELST 213 Qur'an in Translation (also Near Eastern Studies 213)

Spring. H. Berg.

See NES 213 for description.



**RELST 214 Existentialism (also Philosophy 214)**

Spring. 4 Credits. A. Wood.  
See PHIL 214 for description.

**[RELST 223 Introduction to the Bible (also Near Eastern Studies 223 and Jewish Studies 223) @ #**

Fall. 3 credits. Not offered 1996-97.  
G. Rendsburg.  
For description, see NES 223.]

**RELST 227 Introduction to the Prophets (also Jewish Studies 227, Near Eastern Studies 227)**

Fall. 3 credits. G. Rendsburg.  
See JWST 227 for description.

**RELST 230 Monuments of Medieval Art (also Art History 230) #**

Spring. 4 credits. R. G. Calkins.  
See Art H 230 for description.

**RELST 234 Arabs and Jews: Cultures in Confluence (also Near Eastern Studies 234, Jewish Studies 234 and Comparative Literature 234) @ #**

Fall. 3 credits. R. Brann.  
For description, see NES 234.

**RELST 244 Introduction to Ancient Judaism (also Near Eastern Studies 244 and Jewish Studies 244)**

Spring. 3 credits. G. Rendsburg.  
See JWST 244 for description.

**[RELST 247 Introduction to Jewish Art and Archaeology (also Near Eastern Studies 247, Jewish Studies 247, Classics 249, Archaeology 247) @ #**

Fall. 3 credits. Not offered 1996-97. Staff.  
For description, see ARKEO 247.]

**RELST 248 Introduction to Classical Jewish History (also Near Eastern Studies 248 and Jewish Studies 248) @ #**

Fall. 3 credits. C. Baker.  
For description, see NES 248.

**[RELST 249 Religion and American Life (also Sociology 250)**

Fall. Not offered 1996-97. P. Becker.  
See Sociology 250 for description.]

**RELST 250 Introduction to Asian Religions (also Asian Studies 250) @ #**

Spring. 3 credits. J. M. Law.  
For description, see NES 250.

**RELST 252 Introduction to Islam: Religion, Politics, and Society (also Near Eastern Studies 251) @ #**

Spring. 3 credits. H. Berg.  
For description, see NES 251.

**[RELST 257 Islamic History 600-1258 (also Near Eastern Studies 257 and History 254) @ #**

Fall. 3 credits. Not offered 1996-97.  
D. Powers.  
For description, see NES 257.]

**RELST 258 History of the Near East: 1250-1914 (also Near Eastern Studies 258, History 248) @ #**

Fall. 3 credits. L. Peirce.  
See NES 258 for description.

**RELST 262 Religion and Reason (also Philosophy 263)**

Spring. 4 credits. S. MacDonald.  
See Phil 263 for description.

**RELST 263 The Earlier Middle Ages (also History 263) #**

Fall. 4 credits. J. J. John.  
For description, see History 263.

**[RELST 281 Gender and Society in the Muslim Near East (also Near Eastern Studies 281 and Womens Studies 281) @ #**

3 credits. Not offered 1996-97. L. Peirce.  
See NES 281 for description.]

**RELST 297 Gender and Sexuality in Early Christianity (also Near Eastern Studies 296) #**

Spring. 3 credits. C. Baker.  
See NES 296 for description.

**RELST 320 Myth, Ritual and Symbol (also Anthropology 320) @**

Spring. 3 or 4 credits. D. Holmberg.  
See Anthro 320 for description.

**RELST 322 Magic, Myth, Science and Religion (also Anthropology 322) @**

Fall. 4 credits. T. Kirsch.  
For description, see ANTHR 322.

**[RELST 324 Law and Religion in the Bible (also Comparative Literature 324) #**

Fall. 4 credits. Not offered 1996-97.  
C. M. Carmichael.  
See Com L 324 for description.]

**RELST 325 The History of Early Christianity (also Near Eastern Studies 324, Jewish Studies 344) #**

Fall. 4 credits. C. Baker.  
See NES 324 for description.

**RELST 326 Christianity and Judaism (also Comparative Literature 326) #**

Spring. 4 credits. C. M. Carmichael.  
See Com L 326 for description.

**[RELST 327 Missions of Paul and His Successors (also Near Eastern Studies 327) @ #**

Fall. 4 credits. Not offered 1996-97.  
For description, see NES 327.]

**RELST 328 Literature of the Old Testament (also Comparative Literature 328) @ #**

Fall. 4 credits. C. Carmichael.  
For description, see COM L 328.

**[RELST 333 Greek and Roman Mystery Cults and Early Christianity (also Classics 333, Archaeology 333) #**

Spring. 4 credits. K. Clinton.  
See Arkeo 333 for description.

**RELST 334 Muslims, Christians and Jews in Islamic Spain: Literature and Society (also Near Eastern Studies 339 and Jewish Studies 339) @ #**

Spring. 4 credits. R. Brann.  
See NES 339 for description.

**[RELST 337 The Medieval Illuminated Book (also Art History 336) #**

Fall. 4 credits. Not offered 1996-97.  
R. G. Calkins.]

**RELST 342 Flemish Painting (also Art History 341) #**

Fall. 4 credits. R. Calkins.  
See Art H 341 for description.

**RELST 343 Gender and Judaism (also Near Eastern Studies 345 and Jewish Studies 347)**

Spring. 4 credits. C. Baker.  
For description, see NES 345.

**[RELST 344 Seminar on Jewish Mysticism (also Near Eastern Studies 344) #**

Fall. 4 credits. Not offered 1996-97. Staff.  
For description, see NES 344.]

**[RELST 345 Intellectual and Cultural Life of 19th Century Americans (also History 345) #**

Fall. 4 credits. Not offered 1996-97.  
R. L. Moore.  
For description, see HIST 345.]

**RELST 346 Seminar on 19th-Century Jewish Intellectual History (also Near Eastern Studies 347 and Jewish Studies 346)**

Spring. 4 credits. Staff.  
For description, see NES 347.

**[RELST 349 Tantric Traditions (also Asian Studies 347) @ #**

Fall. 4 credits. Not offered 1996-97.  
D. Gold.]

**RELST 352 Art as Spectacle: The Italian Baroque (also Art History 355) #**

Spring. 4 credits. K-e. Barzman.  
For description, see Art H 355).

**[RELST 355 Japanese Religions (also Asian Studies 355) @**

Fall. 4 credits. Not offered 1996-97.  
J. M. Law.  
For description, see Asian 355.]

**[RELST 358 Literature and Religion: The Nature of the Mystical Text (also Comparative Literature 358) #**

Fall. 4 credits. Not offered 1996-97.  
C. M. Arroyo.]

**RELST 405 Religious Objects and Sciences of Religion (also Society 405) @ #**

Fall. 4 credits. D. Gold.  
Fulfills Religious Studies major requirement in lieu of RELST 449 (History and Methods of Academic Study of Religion).

This course will examine a number of experiments in the so-called "science of religions," focusing on the problems and potentialities offered by religious objects as the focus of a collective enterprise. It will look at the aesthetics involved in writing about religion, the dynamics of cumulative knowledge in the field, and the ways in which sciences of religion reflect cultural and institutional realities. Attention will be paid to both classical studies and contemporary work.

**[RELST 420 Readings in Biblical Hebrew Prose (also Near Eastern Studies 420 and Jewish Studies 420) @ #**

Fall. 4 credits. Not offered 1996-97.  
G. Rendsburg.]

**[RELST 421 Religious Reflections on the Human Body (also Asian Studies 421) @**

Spring. 4 credits. Not offered 1996-97.  
J. M. Law.]

**[RELST 426 New Testament Seminar (also Comparative Literature 426) #**

Spring. 4 credits. Not offered 1996-97.  
C. M. Arroyo.  
See Com L 426 for description.]

**[RELST 428 Medieval Hebrew Biblical Exegesis (also Near Eastern Studies 428) @ #**

Fall. 4 credits. Not offered 1996-97.  
R. Brann.]

**[RELST 429 Readings in the New Testament (also Near Eastern Studies 429, Comparative Literature 429, and English 429) #**

Fall. 4 credits. Not offered 1996-97.  
J. Bishop.

For description, see NES 429.]

**RELST 441 Mahayana Buddhism (also Asian Studies 441)**

Spring. 4 credits. J. M. Law.

See Asian 441 for description.

**[RELST 442 Religion and Politics in American History (also History 442)**

Fall. 4 credits. Not offered 1996-97.  
R. L. Moore.]

**RELST 443 Religion and Ritual in Chinese Society and Culture (also Anthropology 443) #**

Fall. 4 credits. S. Sangren.

See ANTHR 443 for description.

**[RELST 449 History and Methods of the Academic Study of Religion (also Asian Studies 449) #**

Fall. 4 credits. Not offered 1996-97.  
J. M. Law.]

**[RELST 451 Seminar in Islamic History (also Near Eastern Studies 451/650, History 461/650) @ #**

Spring. 4 credits. Enrollment limited to 25 students. D. Powers.

For description, see HIST 461/650.]

**RELST 459 Women, Men and the Law in Muslim Court (also Near Eastern Studies 459/655, Womens Studies 458, and History)**

Fall. L. Peirce.

For description, see NES 459/655.

**RELST 476 Seminar in the Cinema II (also Theatre Arts 476)**

Spring. 4 credits. D. Fredericksen.

For description, see Theatre Arts 476.

**RELST 490-491 Directed Study**

490, fall; 491, spring. 2-4 credits each term. Staff.

**RELST 495 Senior Honors Essay**

Fall or spring. 8 credits. Staff.

**RELST 531 Problems in Medieval Art and Architecture (also Art History 531) #**

Fall. 4 credits. R. Calkins.

For description, see ART H 531.

**Courses Approved for the Major Sponsored by Other Units**

Additional courses offered by cooperating departments may also be approved for the major in Religious Studies. For details see the program director, Professor Kevin Clinton, 259 Goldwin Smith.

**Russian and East European Studies Major**

J. Bormeman (Anthropology); J. Mitchell, G. J. Staller (Economics); S. Beck (Field and International Studies Program); I. Ezergailis, D. Bathrick (German Studies); V. Bunce, M. Evangelista, S. Tarrow (Government); P. Holquist, W. M. Pintner (History); U. Bronfenbrenner (emeritus, Human Development and Family Studies); P. Carden, G. Gibian, N. Pollak, S. Senderovich, G. Shapiro (Russian Literature); W. Browne, S. Paperno (Slavic linguistics); D. Stark (Sociology); J. Devenyi (Theatre Arts).

The major in Russian and East European studies has the following requirements:

- 1) Proficiency in Russian or an East European language with one additional advanced (300-level) language or literature course, **OR** qualification in an East European language and qualification in another language useful for research in the area.\*

\*These requirements, in the case of some languages, may require study abroad or coursework completed at another institution.

- 2) At least one course relating to Russia or Eastern Europe, at the 200 level or above, in four of the following five departments: Government, Economics, History, Russian Literature and Sociology. Appropriate courses offered in other departments may be substituted for one of the above courses with the consent of the major adviser.
- 3) At least three additional courses at the 300 level or above, all from one of the following three departments: Government, History (within the History Department courses may be at the 250 level or above), or Russian Literature. One of the three courses must be at the 400 level or above. The three courses must be approved by the major adviser in the department of concentration.

To apply for the major, students are directed to the Institute for European Studies (Slavic and East European Studies Program), 120 Uris Hall. Students should designate an adviser in the department where his or her work will be concentrated. Students are encouraged to study abroad and should discuss their plans with their advisers. For questions concerning the major or the Honors Program, students should consult with their major adviser or inquire at the Institute for European Studies.

**Honors Program in Russian and East European Studies**

- I. Students entering the Russian and East European Studies Major Honors Program must have a cumulative average of at least 3.0, no grade below a B in courses connected with the major, and a cumulative average inside the major of at least 3.5. Students will form a special honors committee consisting of their major adviser and two other faculty members not necessarily from the Russian and East European area.
- II. Honors candidates must complete an honors thesis project during the senior year. The topic should be developed and approved in consultation with their major adviser. Part of the research should include sources in Russian or an Eastern European language.
- III. Students may earn a total of eight credits for the courses in the honors program and should register for the appropriate number in the department of their major adviser.
- IV. Ordinarily, in the first term of the senior year, students who meet the prerequisites will do independent research and reading in a particular area under supervision of their major adviser.

- V. In the second term of the senior year students will complete the honors project by a date set by the Slavic and East European Studies Program. Students should keep their committee members informed as their work progresses. Students will meet together with their whole honors committee to discuss the draft of the thesis or project and make recommendations for revision. When the project is completed, the committee will decide whether the project deserves honors, and, if so, after reviewing their academic record, will recommend students for a Bachelor of Arts *cum laude*, *magna cum laude*, or *summa cum laude*. The committee will also assign a grade for the honors research course.

**Courses**

**[COM L 337 Modern and Contemporary Theatre (also Theatre Arts 335)**

Spring. 4 credits. Not offered 1996-97.]

**COM L 367 The Russian Novel (also Russian Literature 367) #**

Fall. 4 credits.

**[COM L 381 Marxist Cultural Theory (also German Literature 381 and Government 372)**

4 credits. Not offered 1996-97.]

**COM L 385 Reading Nabokov (also Russian Literature 385 and English 379)**

Fall. 4 credits. Limited to 25.

**[COM L 389 Modern Literature in Poland, Czechoslovakia, Hungary, and Yugoslavia (also Russian Literature 389)**

Fall. 4 credits. Not offered 1996-97.]

**COM L 425 The Jew's Body (also Comparative Literature 625, German Studies 422/622 and Jewish Studies 422/622)**

Spring. 4 credits. Readings will be primarily in English, though knowledge of another language (such as Hebrew and Yiddish or languages of the European Diaspora, such as German, Italian, French, Russian, Polish, etc.) could be helpful in certain contexts.

**[COM L 690 Marxism and Contemporary Theory**

4 credits. Not offered 1996-97.]

**CZECH 131-132 Elementary Czech**

131, fall; 132, spring. 3 credits.

**CZECH 133-134 Continuing Czech**

133, fall; 134, spring. 3 credits.

**[ECON 329 Eastern Europe Today: Economics, Government, Culture (also Government 326 and Russian Literature 329)**

Fall. 4 credits. Not offered 1996-97.]

**ECON 366 The Economies of Central Europe and of the Former Soviet Union: from Central Planning to Markets**

Fall or spring. 4 credits.

**ECON 367 Comparative Economic Systems: East and West**

Fall or spring. 4 credits.

**ECON 370 Socialist Economies in Transition**

Fall or spring.

**ECON 381 Economics of Participation and Workers' Management**  
Fall or spring. 4 credits.

**ECON 382 The Practice and Implementation of Self-Management**  
Fall or spring. 4 credits.

**ECON 681 Economics of Participation and Self-Management**  
Fall or spring. 4 credits.

**ECON 682 Seminar on Economics of Participation and Labor-Managed Systems**  
Fall or spring. 4 credits.

**[GERST 376 Contemporary Soviet Latvian Literature]**  
Fall. 4 credits. Taught in Latvian. Not offered 1996-97.]

**[GERST 377 Baltic Literature]**  
Fall. 4 credits. Not offered 1996-97.]

**[GERST 381 Marxist Cultural Theory (also Comparative Literature 381 and Government 372)]**  
4 credits. Not offered 1996-97.]

**[GOVT 100.8 Power and Politics: The New Eastern Europe]**  
4 credits. Not offered 1996-97.]

**GOVT 231 Introduction to Comparative Government and Politics**  
Spring. 4 credits.

**[GOVT 325 Government and Politics of Eastern Europe]**  
4 credits. Not offered 1996-97.]

**[GOVT 326 Eastern Europe Today: Economics, Government, Culture]**  
4 credits. Not offered 1996-97.]

**[GOVT 330 The Soviet Union: Politics, Economics, and Culture]**  
Not offered 1996-97.]

**GOVT 333 Government and Politics of the Former Soviet Union**  
Fall. 4 credits.

**[GOVT 337 Marxism, Communism and Revolution]**  
4 credits. Not offered 1996-97.]

**GOVT 342 The New Europe**  
Spring. 4 credits.

**GOVT 350 Comparative Revolutions**  
Spring. 4 credits.

**[GOVT 359 Soviet Foreign Policy]**  
4 credits. Not offered 1996-97.]

**[GOVT 376 Rethinking Marx]**  
4 credits. Not offered 1996-97.]

**GOVT 394 Comparative Foreign Policy**  
Spring. 4 credits.

**[GOVT 397 The United States and Russia]**  
4 credits. Not offered 1996-97.]

**[GOVT 399 International Relations in the Former Soviet Union]**  
Fall. 4 credits. Not offered 1996-97.]

**GOVT 400.3 Post-Communism and Ethnic Mobilization**  
4 credits.

**[GOVT 446 Comparative Communism]**  
4 credits. Not offered 1996-97.]

**[GOVT 481 Foreign Policy of the U.S.S.R.]**  
4 credits. Not offered 1996-97.]

**[GOVT 486 International Security: Soviet Security Policy]**  
4 credits. Not offered 1996-97.]

**GOVT 491 Conflict, Cooperation, and Norm: Ethnical Issues in International Affairs**  
Fall. 4 credits.

**[GOVT 637 Peasantry, State, and Revolutionary Socialism]**  
4 credits. Not offered 1996-97.]

**[GOVT 639 Politics of the Soviet Union]**  
Fall. 4 credits. Not offered 1996-97.]

**[GOVT 642 The Future of European Security]**  
4 credits. Not offered 1996-97.]

**[GOVT 646 Issues in State Socialism]**  
Not offered 1996-97.]

**[GOVT 657 Comparative Democratization]**  
4 credits. Not offered 1996-97.]

**GOVT 660 Social Movements, Collective Action, and Reform**  
Fall. 4 credits.

**[GOVT 669 Modern Social Theory I]**  
4 credits. Not offered 1996-97.]

**GOVT 670 Modern Social Theory II**  
Spring. 4 credits.

**HIST 218 The Russian Military Effort and Foreign Policy #**  
Fall. 3 credits.

**[HIST 242 Europe Since 1789 #]**  
4 credits. Not offered 1996-97.]

**HIST 252 Russian History to 1800 #**  
Fall. 4 credits.

**HIST 253 Russian History Since 1800 #**  
Spring. 4 credits.

**HIST 290 Twentieth-Century Russia and the Soviet Union**  
Spring. 4 credits.

**[HIST 352 The End of the Austro-Hungarian Monarchy, 1848-1919]**  
4 credits. Not offered 1996-97.]

**HIST 383 Europe 1900-1945**  
Fall. 4 credits.

**[HIST 384 Europe, 1945-1968]**  
Fall. 4 credits. Not offered 1996-97.]

**HIST 385 Europe in the 20th Century: 1968-1990**  
Spring. 4 credits.

**[HIST 415 The United States and Russia, 1780-1914 #]**  
4 credits. Not offered 1996-97.]

**[HIST 464 Russian Social History #]**  
Spring. 4 credits. Not offered 1996-97.]

**[HIST 485 The Historical Origin of the Post-Soviet Successor States]**  
Spring. 4 credits. Not offered 1996-97.]

**HIST 490 Social and Cultural History of the Russian Intelligentsia**  
Spring. 4 credits.

**HIST 677 Seminar in Russian History**  
Fall. 4 credits.

**HIST 678 Seminar in European Political History**  
Spring. 4 credits.

**[HUNGR 131-132 Elementary Hungarian]**  
3 credits. Not offered 1996-97.]

**[ILRIC 331 Comparative Industrial Relations Systems: Non-Western Countries]**  
3 credits. Not offered 1996-97.]

**[ILRCB 606 Theories of Industrial Relations Systems]**  
3 credits. Not offered 1996-97.]

**NBA 583 Market Transitions in Eastern Europe**  
Fall. 3 credits.

**POLSH 131-132 Elementary Polish**  
131, fall; 132, spring. 3 credits each term.

**[POLSH 133-134 Continuing Polish]**  
133, fall; 134, spring. 3 credits each term. Not offered 1996-97.]

**[ROMAN 131-132 Elementary Romanian]**  
131, fall; 134, spring. 3 credits. Not offered 1996-97.]

**[ROMAN 133-134 Continuing Romanian]**  
133, fall; 134, spring. 3 credits. Not offered 1996-97.]

**RUSSA 103-104 Conversation Practice**  
103, fall; 104, spring. 2 credits each term.

**RUSSL 103 Freshman Writing Seminar: Classics of Russian Thought and Literature**  
Fall or spring. 3 credits.

**RUSSL 104 Freshman Writing Seminar: Nineteenth-Century Russian Literary Masterpieces**  
Fall or spring. 3 credits.

**RUSSL 105 Freshman Writing Seminar: Twentieth-Century Russian Literary Masterpieces**  
Fall or spring. 3 credits.

**[RUSSL 108 Freshman Writing Seminar]**  
Fall or spring. 3 credits. Not offered 1996-97.]

**RUSSL 109 Russian Science Fiction**  
Spring. 3 credits.

**RUSSA 121-122 Elementary Russian**  
121, fall or summer; 122, spring or summer. 4 credits each term.

**RUSSA 123 Continuing Russian**  
Fall. 4 credits.

**RUSSL 201-202 Readings in Russian Literature #**  
201, fall; 202, spring. G. Shapiro. 3 credits each term.

**RUSSA 203-204 Intermediate Composition and Conversation**  
203, fall, spring, or summer; 204, spring. 3 credits each term.

**RUSSA 205-206 Reading Russian Press**  
205, fall; 206, spring. 2 credits each term.

**RUSSA 207-208 Russian Phonetics for Beginners**  
207, fall; 208, spring. 2 credits.

**RUSSL 207 Themes from Russian Culture I #**  
Spring. 3 credits.

**[RUSSL 208 Themes from Russian Culture II]**  
Spring. 3 credits. Not offered 1996-97.]

**[RUSSA 301-302 Advanced Russian Grammar and Reading]**

**RUSSA 303-304 Advanced Composition and Conversation**  
303, fall; 304, spring. 4 credits each term.

**RUSSA 305-306 Directed Individual Study**  
305, fall; 306, spring. 2 credits each term.

**RUSSA 309-310 Advanced Reading**  
309, fall; 310, spring. 4 credits.

**[RUSSL 331 Introduction to Russian Poetry #**  
Fall. 4 credits. Not offered 1996-97.]

**[RUSSL 332 Russian Drama and Theatre (also Theatre Arts 332)**  
Fall. 4 credits. Not offered 1996-97.]

**[RUSSL 333 Twentieth-Century Poetry**  
Spring. 4 credits. Not offered 1996-97.]

**RUSSL 334 The Russian Short Story #**  
Fall. 4 credits.

**[RUSSL 335 Gogol #**  
Spring. 4 credits. Not offered 1996-97.]

**[RUSSL 350 Education and the Western Literary Tradition (also Comparative Literature 350 and College Scholar 350) #**  
Spring. 4 credits. Not offered 1996-97.]

**RUSSL 367 The Russian Novel #**  
Fall. 4 credits.

**RUSSL 368 Soviet Literature from Revolutionary Times to "Glasnost"**  
Spring. 4 credits.

**[RUSSL 369 Dostoevsky #**  
4 credits. Not offered 1996-97.]

**[RUSSL 371 Literature of the Third Wave**  
Spring. 4 credits. Not offered 1996-97.]

**[RUSSL 373 Chekhov in the Context of Contemporary European Literature and Art (also Compl 395) #**  
Fall. 4 credits. Not offered 1996-97.]

**[RUSSL 375 Literature of the Soviet Period 1917-1945**  
Fall. 4 credits. Not offered 1996-97.]

**[RUSSL 376 Literature of the Soviet Period 1945-1985**  
Spring. 4 credits. Not offered 1996-97.]

**[RUSSL 379 The Russian Connection #**  
4 credits. Not offered 1996-97.]

**[RUSSL 380 Soviet Dissident Literature**  
Fall. 4 credits. Not offered 1996-97.]

**RUSSL 385 Reading Nabokov (also Compl 385 and English 379)**  
Spring. 4 credits.

**[RUSSL 388 Ideas and Form in Novels of Social Inquiry (also Comparative Literature 388)**  
4 credits. Not offered 1996-97.]

**[RUSSL 389 Contemporary Literature in Central and East Europe (also Comparative Literature 389)**  
Fall. 4 credits. Not offered 1996-97.]

**[RUSSL 390 The Power of Nationalism: Expressions of National Feelings in Politics, Literature, History, and the Arts (also Comparative Literature 390)**  
Fall. 4 credits. Not offered 1996-97.]

**RUSSL 393 Honors Essay Tutorial**

Fall and spring. 8 credits.  
Must be taken in two consecutive semesters in the senior year. Credit for the first semester will be awarded upon completion of the second semester. For information, please see the Director of Undergraduate Studies.

**[RUSSL 400 Reading the Great Tradition #**  
Fall. 4 credits. Not offered 1996-97.]

**[RUSSA 401-402 History of the Russian Language**  
401, fall; 402, spring. 4 credits each term. Not offered 1996-97.]

**RUSSA 403-[404] Linguistic Structure of Russian**  
403, fall; [404, spring]. 4 credits. 404 Not offered 1996-97.

**[RUSSA 407-408 Russian Phonetics**  
407, fall; 408, spring. Not offered 1996-97.]

**RUSSA 409 Teaching Russian as a Foreign Language**  
Fall or spring. 1 credit.

**[RUSSL 409 Russian Stylistics**  
Fall. 4 credits. Not offered 1996-97.]

**RUSSA 413-414 Advanced Conversation and Stylistics**  
413, fall; 414, spring. 2 credits each term.

**[RUSSL 415 Postsymbolist Russian Poetry**  
4 credits. Not offered 1996-97.]

**RUSSL 431 Contemporary Russian Prose**  
Spring. 4 credits.

**[RUSSL 432 Pushkin #**  
Spring. 4 credits. Not offered 1996-97.]

**RUSSL 491 Reading Course: Russian Literature in the Original Language**  
Fall or spring. 1 credit.

**RUSSL 492 Supervised Reading in Russian Literature**  
Fall or spring. 1-4 credits each term.

**[RUSSL 498 Russian Symbolism**  
4 credits. Not offered 1996-97.]

**[RUSSL 499 Research Modernism**  
4 credits. Not offered 1996-97.]

**[RUSSL 600 Proseminar: Research Methodology in Russian Literature**  
Fall. 4 credits. Not offered 1996-97.]

**[RUSSA 601 Old Church Slavonic**  
Fall. 4 credits. Not offered 1996-97.]

**[RUSSA 602 Old Russian Texts**  
Spring. 4 credits. Not offered 1996-97.]

**[RUSSL 603 Graduate Seminar: Neglected Masterpieces of Short Russian Prose**  
Spring. 4 credits. Not offered 1996-97.]

**RUSSL 611 Supervised Reading and Research**  
Fall or spring. 2-4 credits.

**[RUSSL 617 Russian Stylistics I**  
Not offered 1996-97.]

**[RUSSL 618 Russian Stylistics II**  
Not offered 1996-97.]

**[RUSSL 619 Seventeenth-Century Russian Literature**  
Fall. 4 credits. Not offered 1996-97.]

**[RUSSL 620 Twentieth-Century Russian Poetry**

Spring. 4 credits. Not offered 1996-97.]

**[RUSSL 621 Old Russian Literature**  
Spring. 4 credits. Not offered 1996-97.]

**[RUSSL 622 Eighteenth-Century Russian Literature**  
Spring. 4 credits. Not offered 1996-97.]

**[RUSSL 623 Early Nineteenth-Century Literature**  
Not offered 1996-97.]

**RUSSL 624 Russian Romanticism**  
Spring. 4 credits.

**[RUSSL 625 Russian Realism**  
Fall. 4 credits. Also open to advanced undergraduates with permission of instructor. Not offered 1996-97.]

**[RUSSL 626 The Tradition of Russian Poetry**  
Spring. 4 credits. Not offered 1996-97.]

**RUSSL 630 Gogol**  
4 credits. Taught in Russian.

**[RUSSL 632 Russian Drama and Literature (also Theatre Arts 622)**  
Fall. 4 credits. Not offered 1996-97.]

**RUSSA 633-634 Russian for Russian Specialists**  
633, fall; 634, spring. 4 credits each term.

**[RUSSL 635 Modern Russian Literary Criticism**  
Spring. 4 credits. Not offered 1996-97.]

**[RUSSL 650 Russian Intellectual History**  
4 credits. Not offered 1996-97.]

**RUSSA 651-652 Comparative Slavic Linguistics**  
651, fall; 652, spring. 4 credits each term.

**[RUSSL 669 Seminar: Dostoevsky**  
Fall. 4 credits. Not offered 1996-97.]

**RUSSL 671 Seminar in Nineteenth-Century Russian Literature**  
Spring. 4 credits.

**[RUSSL 672 Seminar in Twentieth-Century Russian Literature**  
Fall. 4 credits. Not offered 1996-97.]

**[RUSSL 673 The Russian Nabokov**  
Fall. 4 credits. Not offered 1996-97. Also open to advanced undergraduates.]

**[RUSSL 674 Solzhenitsyn and Literature of the Gulag**  
Fall. 4 credits. Not offered 1996-97.]

**RUSSL 675 Russian Literature, 1917-1945**  
Fall. 4 credits.

**[RUSSL 676 Russian Literature, 1945-Present**  
Spring. 4 credits. Not offered 1996-97.]

**[RUSSL 698 Russian Symbolism**  
4 credits. Not offered 1996-97.]

**[RUSSL 699 Russian Modernism**  
4 credits. Not offered 1996-97.]

**[SEBCR 131-132 Elementary Serbo-Croatian**  
131, fall; 132, spring. 3 credits each term. Not offered 1996-97.]



**SEBCR 133-134 Continuing Serbo-Croatian**

133, fall; 134, spring. 3 credits each term.

**[SOC 360 State and Society in Comparative Perspective]**

3 credits. Not offered 1996-97.]

**[SOC 365 Comparative Perspectives on Socialist Societies and Economics]**

4 credits. Not offered 1996-97.]

**[SOC 366 Transitions From State Socialism]**

Spring. 4 credits. Not offered 1996-97.]

**SOC 510 Comparative Societal Analysis**

Fall. 4 credits.

**SOC 583 Transitions to Market Economies in Eastern Europe (also Management NBA 583)**

Spring. 4 credits.

**[THETR 322 Russian Drama and Theatre (also Russian Literature 332)]**

4 credits. Not offered 1996-97.]

**[THETR 335 Modern and Contemporary Theatre (also Comparative Literature 337)]**

Spring. 4 credits. Not offered 1996-97.]

**THETR 378 Russian Films of the 1920s and French Films of the 1960s**

Spring. 4 credits.

**[THETR 662 Russian Drama and Theatre (also Russian Literature 632)]**

4 credits. Not offered 1996-97.]

**[UKRAN 131-132 Elementary Ukrainian]**

131, fall; 132, spring. 3 credits each term. Not offered 1996-97.]

**Society for the Humanities**

Dominick LaCapra, Director

**Fellows for 1996/97**

Mieke Bal (University of Amsterdam)

Karen-edis Barzman (Cornell University)

Timothy Brennan (SUNY Stony Brook)

Susan Buck-Morss (Cornell University)

Cesare Casarino (SUNY Albany)

Lisa Duggan (New York University)

Daniel Gold (Cornell University)

Natalie Melas (Cornell University)

Keith Moxey (Barnard College/Columbia University)

Roy H. Sellars (University of Geneva, Switzerland)

John Tagg (SUNY Binghamton)

Ernst van Alphen (University of Leiden)

Cathryn Vasseleu (University of New South Wales)

Sunn Shelley Wong (Cornell University)

The Society annually awards fellowships for research in the humanities. The Fellows offer, in line with their research, informal seminars intended to be exploratory or interdisciplinary. These seminars are open to graduate students, suitably qualified undergraduates, and interested auditors. Students who want credit for a seminar should formally register in their own college. Persons other than those officially enrolled may attend as visitors with permission of the Fellow. The theme for

**1996/97 is Mapping and Remapping the Disciplines.****S Hum 402 Cultures of Belief**

Fall. 3 credits. Limited to 15 students. T. Brennan.

The course explores cultures of location or belief rather than those of race, ethnicity, gender, national belonging or sexual preference, all of which refer to *being*, rather than to what one chooses or makes or becomes. We assume in multiculturalism that bodies of texts—certain constellations of texts—can be meaningfully grouped on the basis of group identities such as “African dance,” “women’s writing,” “Hindi film,” or even “third-world literature.” Is it possible to characterize the kinds of images, values, and messages produced by cultural formations as belief? What social mappings are possible once such studies of belief—cultures are systematically done? Examples will likely include drawings from the WPA years, Christian radio, and novels or memoirs of corporate heroism (Michael Milken, George Soros).

**S Hum 403 Disciplining Walter Benjamin (also Government 461)**

Fall. 4 credits. Limited to 15 students. S. Buck-Morss.

Walter Benjamin’s writings on the experience of modernity demonstrate the arbitrariness of disciplinary boundaries, on the one hand, and the richness of their perspectival variations, on the other. Are his writings radicalizing the disciplines, or are the disciplines robbing his writings of their radical intent? We will read texts by Benjamin and contemporary texts about them.

**S Hum 404 Aryan Nation? Constructions of Whiteness in American History and Politics**

Fall. 3 credits. Limited to 15 students. L. Duggan.

In this seminar, we will explore the new interdisciplinary scholarship on the construction of whiteness as a racial category in U.S. history and politics. We will consider how whiteness has functioned in relation to “Americanness,” and how such U.S. categories have been embedded in global mappings of race, gender, sexuality, nationalism and (post)colonialism. We will critically investigate the political assumptions, theoretical approaches and methods underlying this emerging area of study. We will then raise questions about productive, possibly postdisciplinary approaches for new research, as we read and analyze student papers.

**S Hum 405 Religious Objects and Sciences of Religion (also Religious Studies 405)**

Fall. 4 credits. Limited to 15 students. D. Gold.

This course will examine a number of experiments in the so-called “science of religions,” focusing on the problems and potentialities offered by religious objects as the focus of a collective enterprise. It will look at the aesthetics involved in writing about religion, the dynamics of cumulative knowledge in the field, and the ways in which sciences of religion reflect cultural and institutional realities. Attention will be paid to both classical studies and contemporary work.

**S Hum 406 Cultural Difference (also Comparative Literature 406)**

Fall. 4 credits. Limited to 15 students. N. Melas.

This seminar will focus on the conflict and convergence of the anthropological and aesthetic concepts of culture as these inform recent critiques of imperialism and celebrations of hybrid cultural identities. We will attend specifically to the pressures brought to bear on the disciplinary boundaries of anthropology and aesthetics by colonialism and decolonization which denaturalize culture both in its ‘given’ and in its aesthetic or poetic dimension and which introduce the productive difficulty of conceiving of culture in terms of difference and perhaps even of multiplicity. Does the convergence of these two fields of knowledge entail their mutual dissolution? Are we entering a ‘post-cultural’ age? Readings will move from the emergence of the modern anthropological and aesthetic concepts of culture in the late nineteenth century (including Tylor, Boas, Arnold) to recent revisions both from the field of anthropology and from literary criticism/cultural studies (including Fanon, Clifford, Fabian, Bhabha, Spivak) and will include literary readings of selected ethnographic texts and ethnographic readings of selected literary texts.

**S Hum 407 From Invention to Institution**

Fall. 3 credits. Limited to 15 students. R. Sellars.

This seminar will argue that attempts to keep rhetoric within the bounds of disciplinarity are doomed to failure. Through *inventio*, its aim is to confront the university with an otherness that cannot be domesticated. Texts for study will be drawn from Cicero, Ramus, Bacon, Derrida, De Man and others.

**S Hum 408 Documentary/Discipline/State**

Fall. 3 credits. Limited to 15 students. J. Tagg.

This seminar will map the documentary rhetoric that coalesced in the economic, political and cultural crises of the 1930s. This will entail tracing other histories: of documentation and discipline; of the technologies of state power; and of our investment in the power of horrors and the pleasures of the gaze.

**S Hum 409 Geography, Literature and Critical Social Theory (also Comparative Literature 409 and English 430/635)**

Fall. 4 credits. Permission of instructor. Limited to 15 students. S. Wong.

“Time will tell,” the old saying goes. But what is it that time tells? And what of that which “space” might tell? Beginning in the 19th century, history with its central themes of development and progress became the primary context for theorizing social life. Recently, scholars have been trying to restore the importance of space as a factor in the conduct and constitution of social life. Rather than taking space to be either fixed and immobile, or as the neutral setting of the making of history, space is being reconceived as a dynamic determinant and interpretive context for social life. Through readings in literature, geography, and critical social theory, we will be examining what spatial arrangements can reveal about the way we organize social life. Readings may include work by Italo Calvino, Carlos Bulosan, Ann Petry, Toni Morrison, David Turnbull, Derek Gregory, Gillian Rose, Guy Debord, and Walter Benjamin.

**S Hum 414 Practicing Interdisciplinarity**

Spring. 3 credits. Limited to 15 students.  
M. Bal.

This seminar has the format of an honors, MA, or doctoral thesis workshop. Between theory and a successfully completed dissertation lies the practice of interdisciplinarity with its tenacious problems of method as they complicate the definition of a theme, an object, disciplinary tools, clear goals, and an assessment of the newly acquired knowledge.

**S Hum 415 Freedom and Slavery (also Government 467)**

Spring. 4 credits. Limited to 15 students.  
S. Buck-Morss.

This course examines the development of the European idea of freedom within the context of the European institutionalization of slavery to reveal how the theory of freedom and the practice of slavery were inextricably connected. Readings in philosophy, history, critical theory, and cultural studies.

**S Hum 416 Community and Unbelonging**

Spring. 3 credits. Limited to 15 students.  
C. Casarino.

This seminar investigates the recent resurgence in theorizations of community. In particular, we will focus on attempts to conceive of non-identitarian communities within Continental European philosophical debates as well as within North American debates around the question of identity in the context of queer theory and politics. We will read from the works of philosophers and cultural theorists such as Heidegger, Arendt, Schmitt, Benjamin, Blanchot, Derrida, Agamben, Deleuze, Negri, Hardt, Guattari, Virno, Nancy, Cacciari, Sedgwick, Warner, Bersani, Butler, Champagne. General knowledge of contemporary philosophy and cultural theory is recommended but not required.

**S Hum 417 Global Culture and the Poetics of Hybridity (also Comparative Literature 417)**

Spring. 4 credits. Reading knowledge of French recommended. Limited to 15 students. N. Melas.

This seminar will consider the permutations of various modalities (economic, political, ethnic) of global culture in poetic practices that foreground hybridity. We will be particularly concerned with 1) the possible relations between literary 'worlding' and the material conditions of the world it participates in, that is, between shrinking distances in geography and in literary forms and 2) the status of difference and particularity in models of hybridity, especially as these relate to gender difference. Readings will be drawn from recent discussions of globalization, theories of hybridity and literary works chiefly from the Anglophone and Francophone Caribbean. Reading knowledge of French recommended but negotiable.

**S Hum 418 Motivating History**

Spring. 3 credits. Limited to 15 students.  
K. Moxey.

This seminar will examine the myth of objectivity in the writing of history. It will examine philosophical critiques of epistemology before analyzing texts drawn from the historiography of the history of art. It will include a discussion not only of the necessary introduction of subjectivity into historical narratives, but of how we may conceive of this process in the light of contemporary theory.

**S Hum 419 Holocaust Effects**

Spring. 3 credits. Limited to 15 students.  
E. van Alphen.

This seminar examines how the opposition between historical and imaginative discourse has determined not only the discussions in Holocaust studies, but also the kind of art, literature and historiography that has been produced about the Holocaust. Artists, writers and theorists who refuse the opposition by deconstructing it will be focused on, e.g., Boltanski, Armando, Salomon, Kiefer.

**S Hum 420 Concepts of Light**

Spring. 3 credits. Limited to 15 students.  
C. Vasseleu.

This seminar will be a philosophically based investigation of light as the medium of our visual imaginary. Along with the association of illumination with literal meaning, and the mapping of space and representation, light will be considered in terms of its architecture, movement, genealogy, communicability, penetrability, texture and energy.

**S Hum 421 The Geography of Race (also English 407/637)**

Spring. 4 credits. Permission of Instructor.  
Limited to 15 students. S. Wong.

The western frontier, the Marlboro Man, the open road, riding the rails—just a few of the defining topoi of an American understanding of space and of its role in the making of Americans. In recent years, the longstanding—and highly cherished—American romance with mobility has been retooled by its encounter with a postmodernist celebration of liminality, border-crossing and ephemerality. This course looks at how this encounter holds both promises and perils for minority subject formation, and for the production and reception of Asian-American and African-American literature. Readings may include work by Gwendolyn Brooks, Carlos Bulosan, Joy Kogawa, Toni Morrison, Fae Myenne Ng, Li-Young Lee, Bharati Mukherjee, Ann Petry, Frederick Douglass and Jamaica Kincaid.

**South Asia Program**

S. Feldman, director; A. Basu, K. Basu, R. Barker, D. Bor, R. Colle, E. Erickson, C. Fairbanks, S. Feldman, J. Gair, D. Gold, D. Henderson, R. Herring, D. Holmberg, J. Jasanoff, S. Jasanoff, M. Katzenstein, V. Kayastha, K. A. R. Kennedy, S. Kuruvilla, B. Lust, B. G. MacDougall, M. Majumdar, K. March, C. Minkowski, S. Mohanty, V. Munasinghe, A. Nussbaum, S. O'Connor, S. Oja, P. Olpadwala, V. Prashad, B. Perlus, T. Poleman, M. Rodrigo, S. Subramanian, D. Sudan, N. Uphoff, M. Walter, S. White

The South Asia Program coordinates research, teaching, and special campus events relating to Bangladesh, India, Pakistan, Nepal, and Sri Lanka. The program faculty includes members from a variety of disciplines, including agricultural economics, agricultural engineering, anthropology, architecture, art, city and regional planning, communication, comparative religion, ecology and systematics, economics, English, government, history, history of art, human ecology, industrial and labor relations, international agriculture, linguistics, literature, rural sociology, and science, technology, and society. Undergraduates with a special interest in the region may major in Asian studies with a South Asia concentration, or complete a South Asia concentration with any other major. Graduate students may pursue the M.A. degree in Asian

Studies with a concentration in South Asia. Languages offered are Bengali, Hindi, Nepali, Sinhala, Tamil, Urdu, Sanskrit, and Pali. Cornell is a class A member of the American Institute of Indian Studies (AIIS), and undergraduates as well as graduate students are eligible for AIIS intensive language program fellowships in India. For courses available in South Asian studies and details on the major, see the Department of Asian Studies listing in this volume.

Students who want further information on courses and research opportunities should direct questions to the program office, 170 Uris Hall.

**Southeast Asia Program**

J. U. Wolff, director; B. R. Anderson, W. B. Bailey, R. Barker, T. Chaloeintarana, A. C. Cohn, G. Diffloth, M. F. Hatch, N. Jagacinski, A. T. Kirsch, J. M. Krier, S. J. O'Connor, A. Riedy, T. Shiraishi, J. T. Siegel, K. W. Taylor, E. Thorbecke, J. K. Wheatley, D. K. Wyatt

Southeast Asia studies at Cornell is included within the framework of the Department of Asian Studies. Seventeen full-time core faculty members in the colleges of Arts and Sciences, Business and Public Administration, and Agriculture and Life Sciences participate in an interdisciplinary program of teaching and research on the history, culture, and societies of the region stretching from Burma through the Philippines. An additional 18 lecturers and other faculty provide language and area instruction on Southeast Asia. Courses are offered in such fields as agricultural economics, anthropology, Asian studies, economics, finance, government, history, history of art, linguistics, music, and rural sociology. Instruction is also offered in a wide variety of Southeast Asian languages: Burmese, Cambodian, Cebuano (Bisayan), Indonesian, Javanese, Tagalog, Thai, and Vietnamese, for which Foreign Language Area Studies Fellowships are available to U.S. citizens. Intensive instruction in Indonesian is offered in the Full-Year Asian Language Concentration (FALCON) which covers the beginning and intermediate levels. An intensive advanced Indonesian language program is held from June through August in Indonesia each summer. The formal program of study at Cornell is enriched by a diverse range of extracurricular activities, including an informal weekly brown bag seminar and concerts of the Gamelan Ensemble. The George McT. Kahin Center for Advanced Research on Southeast Asia is also the site for public lectures and other activities related to this area. The John M. Echols Collection on Southeast Asia, in Kroch Library, is the most comprehensive collection on this subject in America.

Undergraduates may major in Asian studies with a focus on Southeast Asia and its languages, or they may elect to take a concentration in Southeast Asia studies by completing 18 credits of course work. Students interested in exploring these opportunities should consult the director, Southeast Asia Program, 180 Uris Hall.

**Statistics Center**

The Cornell Statistics Center coordinates a university-wide program in statistics and probability. Students interested in graduate study in probability and statistics should apply

to the Field of Statistics or to one of the other graduate fields of study that offer related course work. A list of courses in probability and statistics recommended for graduate students in the Field of Statistics can be found in the description of the Cornell Center for Statistics in the section "Interdisciplinary Centers, Programs, and Studies." Further information can be obtained from the Director of the Statistics Center in 610 Rhodes Hall.

### Women's Studies Program

L. Abel, K. Abrams, A. Adams, N. Assié-Lumumba, C. Baker, P. Becker, E. Bell, S. Bem, L. Beneria, A. Berger, J. Bernstock, L. Bogel, Laura Brown, Lois Brown, J. Brumberg, D. Castillo, J. Confrey, B. Correll, I. DeVault, E. Dillon, S. Feldman, J. Fortune, N. Furman, J. E. Gainor, J. Ginsburg, N. Glasgow, E. Hanson, N. Hirschmann, M. Hite, D. Holmberg, P. Hyams, B. J. Isbell, M. Jacobus, P. Janowitz, J. Jennings, K. Jones, M. Katzenstein, C. Lazzaro, U. Liebert, K. March, C. A. Martin, S. McConnell-Ginet, D. Mermin, M. Migiel, M. B. Norton, L. Peirce, M. Rossiter, S. Samuels, S. Sangren, K. Shanley, A. M. Smith, H. Walker, M. Washington, R. Weil, S. Wong

### Introduction to the Program

Women's Studies is an interdisciplinary program that seeks to deepen understanding of women's lives, culture, and history, in all their complex multiplicities. Transformative as well as additive, women's studies challenges us to re-examine much of what we think we already know by providing an intellectual—and critical—feminist framework through which to view the many interconnections among gender, knowledge, and power. Thus, central to the curriculum in women's studies are such overarching notions as these:

- (a) that definitions of gender—including those that privilege exclusive heterosexuality—are not natural or universal but are instead social constructions that vary across time and place, serve political ends, and have ideological underpinnings;
- (b) that systems of gender inequality interact with other social inequalities, including those of class, race, ethnicity, sexual preference, and Western vs. non-Western cultures; and
- (c) that even the most current knowledge derived from the humanities, social sciences, and natural sciences is not as impartial, objective, or neutral as has traditionally been thought but instead emerges out of particular historical and political contexts.

Although all Women's Studies courses except writing seminars count toward the major, they do not all satisfy distribution requirements or count toward the total hours required in Arts and Sciences; if a course is not cross-listed with another Arts and Sciences department, be sure to check with college offices about whether it will satisfy distribution or our requirements for Arts and Sciences.

### Program Offerings

The Women's Studies Program offers an undergraduate major, an undergraduate concentration, and a graduate minor. Undergraduate students in the College of Arts

and Sciences who want to major in women's studies can apply directly to the program. Undergraduate students in other colleges at Cornell will need to work out special arrangements and should speak to the Director of Undergraduate Studies (DUS) in Women's Studies.

### The Undergraduate Major

The questions posed by feminist inquiry cannot be answered from within any single discipline or even from a simple combination of two or more disciplines. For that reason, the women's studies major provides students with a basic groundwork in the interdisciplinary field of women's studies and then requires each student to construct an advanced and individually tailored program of study on a topic, in a discipline, or in a combination of disciplines of special interest to the student alone.

Rather than specifying a particular sequence of required courses for each and every student, the women's studies major gives students a starting point in women's studies, an active advisory structure to help them shape a curriculum, and an ongoing impetus to reflection about their entire program of undergraduate study.

In designing their major, students should keep in mind that there are not many graduate programs offering a degree in women's studies itself. Accordingly, undergraduates wishing to major in women's studies should talk at length with a faculty member about how to design a program of study that will best qualify them for entry into either a job or a postgraduate degree program when they leave Cornell. To give one example of what needs to be considered in designing a major: Undergraduates who might want to do graduate study within a discipline will need to develop a certain level of disciplinary specialization at the undergraduate level. This can be done either by supplementing the women's studies major with a carefully selected cluster of courses in that discipline or by pursuing a double major.

### Requirements for a Women's Studies Major

1. Prerequisite courses: Before applying to the major, the student must complete any two Women's Studies courses with a grade of B- or better. Entry-level courses are typically offered at the 200-level. These courses would count both as prerequisites and as part of the women's studies major. Freshman writing seminars, in contrast, would count as prerequisite courses but not as part of the major.
2. Required course work:
  - a. A minimum of 36 credits in women's studies is required for the major. No course in which the student has earned less than a C- can count toward these 36 credits. Although there is no single women's studies course that is required of all students, every major must complete a program of study that is both graduated in difficulty and interdisciplinary in scope—a program, in other words, that reflects both the breadth and the depth of women's studies scholarship. This program of study must be developed in consultation with the student's adviser in women's studies and must include

advanced seminars at the 300 level or above.

- b. Students may count up to three courses outside women's studies toward the major **if** those courses are approved by the student's women's studies adviser as constituting a meaningful component of the student's women's studies curriculum. To facilitate the coordination of a women's studies major with other majors in the college, students may also count toward the major up to three women's studies courses that are simultaneously being counted toward a second major.
3. The Honors Program: To graduate with honors, the major in women's studies must complete a senior thesis under the supervision of a women's studies faculty member and defend that thesis orally before an honors committee. To be eligible for honors, students must have at least a cumulative grade point average of 3.0 in all coursework and a 3.3 average in all courses applying to their women's studies major. Students interested in the Honors Program should consult the Director of Undergraduate Studies (DUS) late in the spring semester of their junior year or very early in the fall semester of their senior year. For more information about the Honors Program, see WOMNS 400 and the "Guidelines For a Senior Honors Thesis" available in the Women's Studies Program office.

### The Women's Studies Concentration

Undergraduate students in any college at Cornell can concentrate in Women's Studies in conjunction with a major defined elsewhere in the university. The concentration consists of four courses in Women's Studies completed with a grade of C- or above, no more than two of which can come from a single discipline and none of which should overlap with the major. Freshman writing seminars cannot be included within the four required courses. Students wishing to concentrate in Women's Studies should see the DUS.

### The LBG Concentration

Women's Studies serves as home to the Lesbian, Bisexual, and Gay Studies Program, which offers an undergraduate concentration as well as a graduate minor. The LBG undergraduate concentration consists of four courses. The Women's Studies courses that may be used to fulfill the LBG concentration are 210, 262, 277, 321, 355, 376, 377, 413, 433, 450/650, 465, 493, 621, 654, and 656. For a complete listing of all courses that will fulfill this concentration please see the LBG Studies portion of this catalog.

### I. Freshman Writing Seminars

#### WOMNS 100.5 Language and Gender (also Linguistics 100.5)

Fall. 3 credits. K. Walstedt.

What does it mean to speak "like a woman" or "like a man," or "like a girl," or "like a boy?" Even ten-year-olds in our culture approach similar communicative tasks in gender-differentiated ways: girls often get others to do things by saying things like "let's get some coat-hangers" whereas their male peers are more likely to say something like "get me a coat-hanger." How do race, social class, age, setting, and aims interact with

gender in affecting communicative style? How do our ways of writing and talking reflect and perpetuate gender stereotypes or biases? What is the role of sex and gender in language change? Readings, discussion, and writing assignments will explore connections between our uses of language and the cultural construction of femaleness, maleness, and sexuality.

**WOMNS 105 Feminine and Masculine Ideals in Japanese Culture (also Asian Studies 105)**

Fall and spring. 3 credits. M. Sugimoto. In its long history, Japanese culture has developed a large number of role models—the aristocrat, poet-priest, warrior, entertainer, “salary man,” and “education mama”—and idealized them in its literature and art. Using these ideals as its subject matter, the seminar will give students practice in reading texts closely, analyzing ideas, and writing various types of papers. Through studying Japanese concepts of femininity and masculinity, the students will not only explore a new culture but will also gain new perspectives on their own cultures.

**WOMNS 106 FWS: Women and Writing (also English 105)**

Fall and spring. 3 credits. Staff. What is a woman? How does she confront her personal experience? Does she play a special role in history, in our definition of society, or in our understanding of language and literature? This course will explore the relationship between women and writing. We will discuss writings by and about women, debate our attitudes toward feminism, and analyze the relevance of these questions to our own written work. Individual sections will emphasize different aspects of the relation between women and writing. Which section to choose would depend on your own interest in exploring how women appear in private or autobiographical writings, historical contexts, and/or literary works. Further information on specific sections is available in the freshman writing seminar office. Textual overlap is kept to a minimum so that students can take more than one Women and Writing seminar during their time at Cornell.

**WOMNS 117 FWS: Science and Gender (also S&TS 117)**

Fall. 3 credits. J. Reck. What is the relationship between science and gender? How has science been used to perpetuate and naturalize gender stereotypes? Why has science been a male-dominated activity? We will ask these and other questions as we explore the range of ways in which science can be thought of as a feminist issue. Readings will introduce students to the concept of gender and its use as an analytical tool for understanding science in relation to its cultural context. We will discuss the meaning and implications of viewing science as a political activity as well as feminist visions of how science should be transformed. Writing skills will be developed as means for engaging with texts, generating ideas, and sharpening critical thought.

**[WOMNS 145 FWS: Witchcrafts (also Anthropology 145)]**

3 credits. Not offered 1996–97. D. Holmberg.]

**WOMNS 178 FWS: Desire (also English 178)**

Spring. 3 credits. E. Hanson. In this course we will discuss some of the literary methods of articulating “these pleasures which we lightly call physical,” to borrow a phrase from Colette. We will begin with the theory that sexual desire has a history, even a literary history, and we will examine some of its most influential modes: Platonic, Christian, romantic, decadent, psychoanalytic, and feminist. Because this is a course in lesbian and gay studies, we will focus on homosexuality almost every week, but we will also discuss hysteria, mysticism, masochism, gender-bending, pornography, cybersex, and other literary pleasures. Texts for the course will be drawn from a variety of genres and historical periods—from Plato’s erotic dialogues to Freud’s case study of Dora to Gayle Rubin’s queer manifesto, “Thinking Sex.” In short writing assignments, we will experiment with different expository styles to expand and complicate our vocabulary for discussing sexual desire.

**II. Courses**

**WOMNS 203 Gender, Work, and Family (also Sociology 203)**

Fall. 3 credits. There are four sections; you must enroll into one of these sections along with the principal course: Sec 1: F (11:15–12:05), Sec 2: F (11:15–12:05), Sec 3: R (11:15–12:05), Sec 4: R (10:10–11:00). E. Bell.

The line that divides men and women is one of the deepest and most firmly entrenched in societies. Many people believe that gender differences are natural and thus unchangeable, but most sociologists argue these differences are created and maintained by culture and social relationships. In this course, we will explore the social construction and maintenance of gender differences and inequalities, focusing primarily on the areas of work and family. Students of all levels (and genders) are welcome.

**WOMNS 206 Gender and Society (also Rural Sociology 206)**

Spring. 3 credits. N. Glasgow. This course analyzes the evolution and diversity of socially constructed gender hierarchies, in the United States and Internationally. The maintenance of gender inequalities in societal institutions, such as the family, the economy, politics, and religion, will be explored. A range of sociological theories and disciplinary perspectives are considered, including biological, psychological and psychoanalytic perspectives. Course objectives will be achieved through lectures, readings, films, class discussions, and personal experiences.

**WOMNS 210 Introduction to Feminist Theory**

Fall. 4 credits. C. A. Martin. This course introduces students to critical approaches in feminist scholarship to the cultural, socioeconomic, and political situation(s) of women. Particular attention will be paid to the conceptual challenges and dangers posed by attempts to study women without taking account of relations between race, class, and gender in ideological and social formations. Readings will draw on work in various disciplines and will include literary texts and visual images.

**WOMNS 214 Biological Basis of Sex Differences (also Biological Sciences 214 and Biology and Society 214)**

Fall. 3 credits. Prerequisite: One year introductory biology. Limited to non-biology majors and freshman & sophomore biology majors. Offered alternate years. J. Fortune. The structural and functional differences between the sexes are examined. Emphasis is placed on mechanisms of mammalian reproduction; where possible, special attention is given to studies of humans. Current evidence on the effects of gender on non-reproductive aspects of life (behavior, physical, and mental capabilities) is discussed. The course is intended to provide students with a basic knowledge of reproductive endocrinology and with a basis for objective evaluation of sex differences in relation to contemporary life.

**WOMNS 215 Gender, Desire, and Sentimental Fictions (also Comparative Literature 214 and English 256)**

Spring. 4 credits. E. Dillon. A study of 18th- and 19th-century sentimental fiction in the United States: we will consider how the genre describes the body of the woman in relation to the body politic in the new republic. The sentimental novel both confines women to a domestic sphere and begins to ascribe a political and ethical voice to women as keepers of hearth and home. We will consider the power of their voice, as well as its limitations, and critiques of sentimental ethics and sentimental aesthetics. Issues we will consider include the pre-history of the genre (the relation of sentimental fiction to conversion narratives and liberal political theory), the figure of the Republican mother, infanticide, race and sentimentalism, citizenship, embodied ethics, and sexuality and identification. Readings will include works by Susanna Rowson, Hannah Foster, Lydia Maria Child, Harriet Beecher Stowe, Emily Dickinson, Nathaniel Hawthorne, and Maria Susanna Cummins.

**[WOMNS 220 Women of Africa and of the Diaspora in Liberation Movements (also Africana 220) @**

3 credits. Not offered 1996–97. N. Assié-Lumumba.]

**[WOMNS 227 Modern American Sex Roles in Historical Perspective (also History 227)]**

4 credits. Not offered 1996–97. M. B. Norton.]

**[WOMNS 238 The Historical Development of Women as Professionals, 1800–Present (also Human Development and Family Studies 258, American Studies 258, and History 238) #**

3 credits. Limited to 180 students. Not offered 1996–97. J. Brumberg.]

**WOMNS 243 Inside-Out: The American Everyday Interior (also Design and Environmental Analysis 243)**

Spring. 3 credits. J. Jennings. A study of late nineteenth and twentieth century everyday interiors in socio-cultural contexts, with an emphasis on design dissemination, consumer patterns and gender issues. In this course, the term “everyday” acknowledges the significance of vernacular interiors—interiors that are familiar and



ordinary to a vast majority of the American population. Nineteenth and twentieth century American vernacular interiors will be studied contextually, linking design with cultural interpretations. The course acknowledges the role of technology, the mass-production of interior architectural goods and furnishings, the availability of house designs for a wide variety of Americans, gender-b(i)ased consumer appeals, and a market economy. In recognizing the people who designed and sold such interiors, and those who purchased them, the course embraces a large economic sphere, the middle class and those both below and above it, including the working classes and upwardly mobile professions. Gender distinctions are seen as a cultural category of analysis.

**[WOMNS 244 Language Use and Gender Relations (also Linguistics 244)]**

4 credits. Not offered 1996-97. Next offered 1997-98. S. McConnell-Ginet.

This course explores connections between language (use) and gender/sex systems, addressing such questions as the following. How do sex and gender affect the ways we speak, the ways we interpret and evaluate speech? How do sociocultural differences in women's and men's roles affect their language use, their relation to language change? What is meant by sexist language? How does conversation structure the social worlds of women and men? Readings draw from work in linguistics, anthropology, philosophy, psychology, literature, and general women's studies and feminist theory.]

**[WOMNS 251 Twentieth-Century Women Novelists (also English 251)]**

Spring. 4 credits. S. Samuels.

This course will be particularly concerned with how women write fiction and with some of the questions about women's experience, perspective, and language raised by recent feminist criticism. We will read works by Virginia Woolf, Edith Wharton, Toni Morrison, Louise Erdrich, Maxine Hong Kingston, and others.

**[WOMNS 262 Politics of Sexuality (also Government 362)]**

Spring. 4 credits. A. M. Smith.

This course will serve as an introduction to lesbian, bisexual, and gay studies from a political theory perspective. In the first part of the course, we will examine Michel Foucault's conception of sexuality as a social construction that emerges as a sociopolitical problem only within specific historical conditions. We will turn to the historical research on sexual sub-cultures and the official regulation of sexuality which Foucault's work has inspired in the United States and Britain. In the final part of the course, we will discuss the current debates around activism and identity politics, with a specific emphasis on the links between sexuality and race.

**[WOMNS 263 Interpreting Melodrama and the Woman's Film (also English 263)]**

Spring. 4 credits. Students must be free to attend regular screenings of films and videos. Lab fee \$25.00. Enrollment reserved for Women's Studies and English majors. Limited to 20 students. L. Bogel.

With some attention to melodrama's roots in nineteenth-century fiction and theatre and in twentieth-century women's fiction and popular Freudianism, we will work to define Hollywood's melodrama as both a genre and a way of viewing the world. Psychoanalytic

and feminist analyses of melodrama will help us pose larger questions about gender and culture, about gendered spectatorship, about the relation of these films to American culture, about Hollywood's changing constructions of "woman," the "maternal," and the "feminine," and questions about desire, pleasure, fantasy, and ideology in relation to the melodramatic heroine. Required weekly, evening screenings of such films as *Stella Dallas*, *Now, Voyager*, *Rebecca*, *Mildred Pierce*, *The Women*, *Imitation of Life*, *Secret Beyond the Door*, *All This and Heaven, Too*, *So Big*, and *Gaslight*. Regular critical readings, frequent viewing questions, two longer essays, no exam.

**[WOMNS 264 Ethnic Literature: Bridges and Boundaries (also English 264)]**

3 credits. Not offered 1996-97. S. Wong.]

**[WOMNS 269 Introduction to Feminist Political Thought (also Government 369)]**

4 credits. Not offered 1996-97. N. Hirschmann.]

**[WOMNS 273 Women in American Society, Past and Present (also History 273)] #**

4 credits. Not offered 1996-97. Next offered spring 1997-98. M. B. Norton.

A survey of women's experiences in America from the seventeenth-century to the present. Among the topics to be discussed are women's familial roles, the changing nature of household work, the women's rights movement, employment of women outside the home, racial and ethnic differences in women's experiences, and contemporary feminism.]

**[WOMNS 275 Women in the Work Force (also Sociology 275)]**

Spring. 3 credits. E. Bell.

Women have always contributed their labor to production and reproduction. However, with industrial development and the movement of market production out of the home and into the public sphere, women's work was relegated to the private sphere of the family. Recently this has changed as women seek employment outside the home. In this course we will examine women's positions and the role women play in the labor force, with a focus on more developed societies. Specific topics will include sex differences in pay and sex segregation in the labor force, theoretical explanations from rational choice to Marxist feminism, the relationship between women's paid and unpaid labor, and the role of the state and government policy.

**[WOMNS 277 Social Construction of Gender (also Psychology 277)]**

Spring. 3 credits. Limited to 400 students. S. Bem.

This course addresses the broad question of how an individual's gender and sexuality are constructed. Although some attention is given to biological perspectives, the course emphasizes the cultural and psychological processes by which the male and female newborns are transformed into "masculine" and "feminine" adults. In addition to being interdisciplinary, the course is also oriented to questioning the "naturalness" of not only masculinity and femininity themselves, but exclusive heterosexuality as well. Among some of the many topics discussed are the male-centeredness of the social world, the intersections of gender and race, psychological androgyny, equalitarian relationships, gender-liberated child-rearing, female

sexuality, sexual harassment, and homophobia.

**[WOMNS 279 Lesbian Personae (also English 279)]**

3 credits. Not offered 1996-97. Next offered 1997-98. E. Hanson.

This course will offer a survey of literature and films by or about lesbians. We will examine how lesbian desire and identity are historically constructed through narrative. What does it mean to read as a lesbian? What are the various tropes and personae through which lesbian desire has been articulated? What has been the relationship of lesbianism to feminism? How is lesbian identity inflected by homophobia, sexism and racism? We will begin with a look at early paradigms for lesbian desire such as romantic friendship and sexual inversion, then move on to an extensive examination of lesbian feminism, and close with a discussion of desire and performativity. We will read fiction by Gertrude Stein, Radclyffe Hall, Havelock Ellis, Sigmund Freud, Nella Larsen, Adrienne Rich, Monique Wittig, Alice Walker, Cherrie Moraga, Jeanette Winterson, and Djuna Barnes, as well as films by Leontine Sagan, Monica Truet, and Rainer Werner Fassbinder among others. Students will be expected to attend a weekly film screening in addition to seminars.]

**[WOMNS 281 Gender and Society in the Muslim Middle East (also Near Eastern Studies 281 and Religious Studies 281)] @#**

3 credits. Not offered 1996-97. L. Peirce.]

**[WOMNS 285 Introduction to Sexual Minorities (also HDFS 284)]**

Spring. 3 credits. Prerequisite: One social science course. Sections TBA. R. Savin-Williams.

This course introduces students to theories, empirical scholarship, public policies, and current controversies with lesbian, gay, bisexual, transgender, sexual questioning, and other sexual minority populations. The major focus is on gay, lesbian, and bisexual development, lifestyles, and communities with additional emphasis on ethnic, racial, gender, and class issues. Requirements include reaction papers to the readings.

**[WOMNS 294 Feminist Literary Criticism (also English 294)]**

3 credits. Not offered 1996-97. M. Jacobus.]

**[WOMNS 305 Emotion, Gender, and Culture (also Anthropology 305)] @**

Spring. 4 credits. B. J. Isbell.

This course introduces students to the current anthropological perspective on the following topics: (1) cultural shaping of emotion and (2) acquisition and production of gender and sexuality. It is appropriate for students majoring in anthropology, psychology, cognitive studies, human development and family studies, and women's studies.

**[WOMNS 307 African-American Women in Slavery and Freedom (also History 303 and Africana Studies 307)] #**

Spring. 4 credits. M. Washington.

Historical exploration of African-American women from a sociopolitical perspective. Topics include women in Africa, slavery and freedom, sexuality, labor, the family, gender cross-racially that begins with the African background and ends at 1900.

**WOMNS 321 Sex and Gender in Cross-Cultural Perspective (also Anthropology 321) @**

Fall. 4 credits. K. March.

An introduction to the study of sex roles cross-culturally and to anthropological theories of sex and gender. The course examines the relative positioning of the sexes in social, political, economic, ideological, cultural, and biological aspects of culture; we emphasize the diversity in gender and prospects for change around the world. In addition to lectures and films or videos, participants will work in small discussion sections (maximum enrollment of eight) to prepare several practical field exercises, short papers and critical assessments of other course materials.

**WOMNS 341 Ethical Theory (also Philosophy 341)**

Spring. 4 credits. K. Jones.

Like much of contemporary feminist theory, feminist ethics began with the assumption that ethical theory was fully adequate to address feminist concerns. All that needed to be done was to take the resources of ethical theory and apply them to hitherto overlooked questions, such as abortion, affirmative action, justice in the family, and pornography. This project assumes, however, that the theories themselves are not gender biased. This claim has been challenged. In particular, it has been argued that traditional ethical theory overlooks the situatedness of agents and devalues emotions and relations to particular others. We will critically examine these claims and their challenge to ethical theories that take the principal moral concept to be the concept of "duty". In addition, we will examine the view, argued for by Carol Gilligan, that women speak with a distinctive ethical voice—a voice of care, rather than justice. Gilligan's work raises the problem of what feminist ethics is: any move from "feminine" to "feminist" must be treated with great suspicion. It turns out that a wide variety of projects are currently being pursued under the general heading of feminist ethics and we will attempt to enlarge our understanding of what feminist ethics is and might become.

**WOMNS 344 Male and Female in Chinese Society and Culture (also Anthropology 344) @**

Spring. 4 credits. S. P. Sangren.

This course explores the culture of gender, sex roles, and domestic relations in late imperial and modern Chinese societies. Readings and lectures range from ethnographic descriptions of the dynamics of Chinese family life, kin relations, and socialization to representations of male and female in mythologies and ritual activities. The course also considers developments subsequent to political changes in China. Although the course's analytical focus is anthropological, readings will draw from the writings of historians, literary theorists, and political scientists as well. A premise of the course is that understanding sex and gender in China is essential to understanding Chinese culture and its most fundamental values. The course also aims to introduce students interested in China to techniques of anthropological analysis.

**[WOMNS 345 Gender Inequality (also Sociology 345)]**

4 credits. Not offered 1996-97. Next offered 1998-99. H. Walker.

This course is an introduction to the systematic study of gender inequality in contemporary society. While the issues we will examine are specific to the study of gender inequality, they are representative of more general concerns in the field of sociology, e.g., stratification, power, and conflict.]

**WOMNS 347 Gender and Judaism (also Near Eastern Studies 345, Religious Studies 347, and Jewish Studies 347)**

Spring. 4 credits. C. Baker.

How does Judaism structure the roles of women and men differently? What are the historical roots of these roles and their various contemporary manifestations? How are traditional roles and symbols of both women and men being questioned by the contemporary Jewish feminist movement? This course offers a view of Judaism through the lens of contemporary gender issues, with a particular emphasis on the feminist revisioning of Judaism. We will begin with an introduction to Judaism as a religious tradition of women and men, and then discuss specific issues in greater depth, presenting both origins and historical development and contemporary images and practice. Issues covered will include the differing roles of women and men in traditional Judaism, the gendered body in Judaism, Jewish feminism, family and sexuality, and the gender of God.

**[WOMNS 348 The Female Literary Tradition: Wollstonecraft to Woolf (also English 348) #**

4 credits. Not offered 1996-97. M. Jacobus.]

**WOMNS 349 Readings in Feminist Literary Theory (also English 349)**

Spring. 4 credits. M. Hite.

We will be looking at the development of feminist theories of language and literary practice and especially at conflicts among competing accounts, with some attention to seminal (I use the word advisedly) essays by Lacan and Foucault. Writers include Fetterly, Showalter, and Gilbert and Gubar, Irigaray, Kristeva, Hooks, deLauretis, Gallop, Miller, and Butler.

**WOMNS 353 Feminism: State and Public Policy (also Government 353)**

Fall. 4 credits. M. Katzenstein.

The course examines the aims and strategies of the feminist movement in the United States and the response of both society and the state to feminist claims. It is, thus, a course about political protest and the capacity of American political institutions to promote and shape, as well as to counter social change. In examining the law and public policy on such issues as job discrimination, wife battery, rape, abortion, etc., the course explores the contradictions between, and the congruence of, the dual ideals of individual choice and group equality. In fall 1996 this course will focus particularly on the issue of how women's interests are represented in the political process.

**[WOMNS 355 Decadence (also English 355)]**

4 credits. Not offered 1996-97. Next offered 1997-98. E. Hanson.

"My existence is a scandal," Oscar Wilde once wrote, summing up in an epigram the effect of his carefully cultivated style of perversity and paradox. Through their valorization of aestheticism and all that was considered artificial, unnatural, or morbid, the

so-called "decadent" writers of the late-nineteenth century sought to free the pleasures of beauty and sexual desire from their more conventional ethical moorings. Although we will focus on Oscar Wilde, we will also read works by Charles Baudelaire, Paul Verlaine, J.-K. Huysmans, Renée Vivien, Leopold von Sacher-Masoch, Walter Pater, A.C. Swinburne, and Lionel Johnson, as well as a few later writers such as Ronald Firbank and Djuna Barnes. We will also consider historical, theoretical, and early medical texts on sexuality. Because this is a course in lesbian and gay studies, we will focus primarily on the various ways that decadence became a powerful trope for the articulation of homosexuality and other proscribed sexual pleasures. Topics for discussion will include homophobia and sexual encoding, androgyny and sexual inversion, sodomy and satanism, lesbianism and vampirism, cultural and linguistic degeneration, hysteria and paranoia, masochism and mysticism, chastity and sublimation, Catholicism and Hellenism, and dandyism and camp.]

**WOMNS 357 American Families in Historical Perspective (also History 359, American Studies 359 and Human Development and Family Studies 359)**

Spring. 3 credits. Prerequisite: Human Development and Family Studies 150 or one 200-level social science or history course. Students in endowed units must register for Women's Studies 357 or History 359 or American Studies 359. J. Brumberg.

An introduction to, and overview of, problems and issues in the historical literature on American families and the family life cycle. Reading and lectures will demonstrate the pattern of American family experience in past time, focusing on class, ethnicity, sex, and region as important variables. Analysis of the private world of the family in past time will deal with changing cultural conceptions of sexuality, sex roles, generational relationships, stages of life, and life events. Students will be required to do a major research paper on the history of their family, covering at least two generations and demonstrating their ability to integrate life-course development theory, data drawn from the social sciences, and historical circumstances.

**WOMNS 358 20th-Century Experimental Fiction by Women (also English 358)**

Fall. 4 credits. M. Hite.

With only a few exceptions, the works of fiction that we associate with the two great avant-garde movements of the twentieth-century, modernism and postmodernism, were written by men. Does this mean that women writers prefer traditional modes of narration or are uneasy with innovation or have some sort of innate or acculturated affinity with realism or naturalism? This seminar will examine the cultural contexts that may bias readers against seeing what is genuinely new and exciting in works by female authors, as well as ways that the works themselves may or may not resemble works by acknowledged experimental writers who are men—the difference that sexual differences may make. Writers include Virginia Woolf, H.D. (Hilda Doolittle), Djuna Barnes, Doris Lessing, Alice Walker, and Margaret Atwood.

**WOMNS 362 Global Perspectives on Gender @**

Spring. 4 credits. N. Assie-Lumumba.

The course will examine how forms of gender inequality have been shaped by international forces and structured by differences in national histories. The class will be taught by a rotating set of two faculty members from different departments. Contingent on the particular faculty directing the course, the class will consider such issues as cross-cultural perspectives on gender; the history of work and family life in different societies; the gendered division of labor in local, national, and international economies; the impact of colonialism; the organized efforts of women to define gender relations; the role of the state in constructing an engendered economy and polity.

**[WOMNS 363 Representations of Women in Ancient Greece and Rome (also Classics 363 and History 367) #**

4 credits. Not offered 1996–97. Next offered 1997–98. J. Ginsburg/L. Abel.

The task of this course is to analyze ancient Greek and Roman representations of women—some famous, some infamous, some nameless—within their historical and cultural contexts and the assumptions that underlie these representations. Using literary, historical, legal, and artistic sources (in translation) and examining the historiographical and methodological problems the use of such evidence poses, the class will assess the changing social conditions that relate to the roles, status, and images of women in antiquity. Among the topics considered are: myth and ideology, women's role in the family and society, views of the female body and female sexuality, the place of women in creative art.]

**[WOMNS 368 Marriage and Sexuality in the Middle Ages (also History 368) #**

4 credits. Not offered 1996–97. Next offered 1998–99. P. Hyams.

Few topics generate heat so readily as gender relations and sexuality. Behind the current controversies lie decisions made in the first Christian centuries, and firmed up in the course of the Middle Ages; these still affect all of us, believers and unbelievers alike. This course studies Western attempts to deal with the problem of sexuality up to about 1500. The class will first clarify the church's normative rules of law and theology. Armed with this framework, it will then turn to more specific topics, including homosexuality, prostitution, rape/abduction and sexuality in medieval literature. The goal is to be able to compare the ideal model with the reality, and thus to assess the product the medieval church passed on to Western culture and ourselves. No formal prerequisite, though some prior knowledge of medieval European history is desirable.]

**[WOMNS 370 19th-Century Novel (also English 370) #**

Spring. 4 credits. E. Hanson.

Nineteenth-century novels are notorious for their marriage plots, narratives that presume that marriage or suicide is the only fate appropriate for women; nevertheless, the best of these novels offer rich insights into the psychology and social condition of women, as well as complex meditations on the social dynamics of sexuality and gender. Furthermore, the Victorian period saw an efflorescence of great literature written by women, especially in the genre of the novel. We will discuss the relationship of gender to language and literary forms, to reading and writing as a practice, to the politics of marriage and family

life, to capital and property, and to the rhetoric of love and sexual desire. We will focus on a few of the most memorable heroines of the period as they appear in the novels of Jane Austen, Charlotte Brontë, Leo Tolstoy, Gustave Flaubert, George Eliot, Thomas Hardy, and Kate Chopin.

**[WOMNS 374 Nineteenth-Century American Women Writers (also English 374 and American Studies 374) #**

4 credits. Not offered 1996–97. L. Brown.]

**[WOMNS 376 Gay Fiction (also English 377)**

Fall. 4 credits. E. Hanson.

This course offers an overview of male homoerotic narratives in literature and film. We will examine a number of texts from different historical and cultural sources to discuss the literary and cinematic construction of desire between men. The course is organized around the various gay personae that have been the most influential historical paradigms for the articulation of comradeship, sublimation, sexual encoding, the gay outlaw, decadence, psychoanalysis, AIDS, and sexual identification across race, gender, and class. We will discuss books by Plato, Christopher Marlowe, Sigmund Freud, Thomas Mann, E.M. Forester, Jean Genet, Reinaldo Arenas, and Tony Kushner, among others as well as films by Pier Paolo Pasolini, Derek Jarman, Pedro Almodovar, Rosa von Praunheim, Todd Haynes, and Marlon Riggs. Attendance at weekly film screenings is required.

**[WOMNS 377 Gender in Early Modern Europe (also History 377) #**

4 credits. Enrollment is limited to 30. Not offered 1996–97. R. Weil.]

**[WOMNS 380 Gender, Ideology, and Culture (also Sociology 380)**

Spring. 4 credits. P. Becker.

This course will explore representations of women in popular culture, including images, narratives, and religious practices. We will examine the relationship between popular culture and ideology, and look at how women "read" popular culture. The aim of the course is to enable students to think critically and analyze the effects of ideological representations of difference on personal identity construction, status, and power relationships. Readings are drawn mostly from sociology of culture and cultural studies; most texts deal with popular culture and gender in the 19th and 20th century United States.

**[WOMNS 381 19th Century French Women Writers (also French Literature 381) #**

4 credits. Course conducted in French. Not offered 1996–97. A. Berger.]

**[WOMNS 384 Women and Unions (also Industrial & Labor Relations 384)**

4 credits. Not offered 1996–97. Next offered 1997–98. I. DeVault.

This course will explore women's participation in the U.S. labor movement in the nineteenth and twentieth centuries. The class will cover issues such as women workers' relations with male-dominated union movements, the role of cross-class alliances of women in organizing women workers, interactions with radical parties and organizations, problems faced by women union leaders and activists, racial and ethnic differences in organizing, and the impact of societal stereotypes and expectations.]

**WOMNS 400 Senior Honors Thesis**

Fall and spring. 2–4 credits. For Women's Studies seniors only. Permission of Women's Studies faculty member required. Student must carry a GPA of 3.0 in all subjects and a 3.3 in Women's Studies. Staff.

Both the form of theses, and the nature and extent of contact between student and adviser, will depend on mutual agreement between the two. In one common scenario, the student will write an essay of approximately 50 pages in length, drafted and revised in a series of carefully planned stages over the course of two semesters, with an outline expected on approximately Sept. 15th and a draft of the first chapter on approximately November 15th. An "R" grade will be assigned at the end of the fall semester and a letter grade on completion of the project at the end of the spring semester.

**[WOMNS 404 Women Artists (also History of Art 466) #**

4 credits. Not offered 1996–97. J. Bernstock.]

**WOMNS 406 The Culture of Lives (also Anthropology 406) @**

Spring. 4 credits. K. March.

This seminar examines the insights provided by diverse personal narratives into both the particularities of individual lives and into the wider social and cultural forms within which those lives unfold. We look at the place of life histories in the historical development of anthropology as a discipline, in terms of both the theoretical and methodological concerns they raise. We focus upon the contemporary resurgence of interest in personal narratives as windows onto both the social or cultural construction of the person as well as heavily upon women's lives and their representations to contrast men's and women's accounts and to underscore the special significance of women's narratives in anthropology.

**WOMNS 407/607 Mathematics of Gender (also Education 494/694)**

Fall. 3 credits. J. Confrey.

This course reviews the literature on the participation of women in mathematics, computer fields, and mathematics-related fields. The course is divided into five sections of two–three weeks each in which we will read and discuss the topics of women's participation in mathematics-related careers—mathematics as a critical filter; social influences on mathematics participation: parents, teachers, peers, role models, advertising bias, career choices; sex differences as deficiencies or hurdles: anxiety, attribution theory, spatial visualization; gender differences as under-recognized strengths: cooperative learning, imagination and creativity, connections and relations, integrated knowing; feminist views of epistemology and practice and their influence on the discussions of women's participation in mathematics; women in the academy and workplace: tenure, professional mathematicians, new approaches, the glass ceiling, funding, recognition, and opportunity. Participants will be asked to consider readings from the perspective of understanding, critical evaluation, relationship to one's own experience, and implications for action. The class will rely heavily on discussion and the exchange of "minutes" of the previous meetings.

**WOMNS 409/609 Misogyny and Its Readers (also Italian 409/609 and Comparative Literature 449/649)**

Spring. 4 credits. M. Migiel.

How do we know misogyny when we see it? Is it limited to the denunciation and denigration of women, or can praise of women also be misogynistic? What if the author places anti-woman statements "in quotation marks"? Might some misogynistic works be just harmless literary jokes? How does awareness of historical context affect our reading of misogyny? How persuasive have women been in the defense of their sex? These are among the questions we will ask as we analyze Western discourses about women and identify the extent to which misogyny can be exposed as a form of misreading. We will look at classical, ecclesiastical, and medieval/Renaissance literary works; contemporary misogynistic attacks and the debates about them; and writings by contemporary feminist scholars of literature, history, and law. All works to be read in English; students who command the pertinent foreign languages may choose to read the texts in the original.

**[WOMNS 413 Women Around Freud (also German Studies 413 and Comp Lit 412)]**

4 credits. Not offered 1996-97. C. A. Martin.]

**[WOMNS 416 Person, Gender, and Song (also Anthropology 417) @]**

4 credits. Not offered 1996-97. K. March.]

**[WOMNS 426 Undergraduate Seminar in Early American History (also History 426) #]**

4 credits. Not offered 1996-97. M. B. Norton.]

**[WOMNS 427 Shakespeare: Gender, Sexuality, Cultural Politics (also English 427) #]**

4 credits. Not offered 1996-97. Next offered 1997-98. B. Correll.

The course will focus on Shakespeare's drama and poetry to examine questions of gender and sexuality in their historical contexts. Discussions will take up such issues as royal politics, market economies, sumptuary law, anti-theatrical pamphlets, spectacle and performance, cross-dressing, masculine identity, homoeroticism, and the situation of women. Students will also be introduced to representative critical approaches and debates (feminist, new historical, queer, post-structuralist, psychoanalytic).]

**WOMNS 431 Scenes of Female Enlightenment (also English 431) #**

Fall. 4 credits. M. Jacobus.

In this course we will explore the ways in which Enlightenment thinking about women and women's own concern with their rights and education during the late 18th Century intersects with an inquiry into femininity itself. How did the focus on sentimentality limit, shape, or enable, emancipatory feminist discourse? Starting with Rousseau's *Nouvelle Eloïse* and *Emile*, we will trace the influence of Rousseau on a variety of 18th century sentimental and educational writers, including Saint-Pierre (Paul and Virginia), Edgeworth (Belinda), and Wollstonecraft (*Vindication of the Rights of Women*). If available, we will also read selections from women educationists of the period, such as Mrs. Macaulay and Hannah More. Alongside novels of feminist protest by Wollstonecraft (*The Wrongs of Woman*) and Mary Hays (*Memoirs of Emma*

Courtenay), we will explore other mother-daughter novels of the 1790's by Inchbald (*A Simple Story*) and Opie (*Adeline Mowbray*). As well as reading Diderot's *The Nun* and de Sade's *Justine*—works of the French Enlightenment and libertine Revolution, respectively—we will read Radcliffe's *Romance of the Forest and Mysteries of Udolpho* as the site of the gothic construction of female "enlightenment." Selected novels by Austen (*Persuasion* and *Mansfield Park*), and Burney (*The Wanderer*) will extend the course into the early 19th century novel for a retrospective view of the feminist "Enlightenment" of the Revolutionary period.

**WOMNS 433 The Female Dramatic Tradition (also Theatre Arts 436)**

Spring. 4 credits. J. E. Gainor.

Is there a "female dramaturgy?" What is the female tradition in the theatre? The course will explore these questions through an investigation of texts by women dramatists, including Hrotsvitha, Aphra Behn, and Caryl Churchill, as well as theory by such critics as Sue Ellen Case and Jill Dolan.

**WOMNS 435 The Sociology of Reproduction (also Sociology 434)**

Spring. 4 credits. E. Bell.

Women's biological potential to bear children and their childbearing experiences are socially constructed. The social context of women's reproductive capacity is one area in which women themselves are socially defined, and therefore within this realm exists the potential to control women through the control of reproduction and childbirth. We will examine the social construction and control of reproduction using both empirical findings and theoretical arguments. Specific topics include: historical trends in fertility; the medicalization and medical control of conception and childbirth; biological versus social definitions of women as mothers; the role of state policy; and theoretical explanations of reproduction and gender stratification.

**WOMNS 438 Female Adolescence in Historical Perspective, 1815-1960 (also Human Development and Family Studies 417 and History 458) #**

Fall. 3 credits. J. Brumberg.

The changing nature of female adolescence in the United States is explored using nineteenth-century primary sources available in the Department of Manuscripts and University Archives. Olin Library multidisciplinary readings and discussions are designed to uncover the nature of women's childhood, patterns of authority within the family, cultural attitudes toward sexuality, female friendships, courtship patterns, and rites of passage into adulthood.

**WOMNS 442 Feminist Politics and Policies in the United States and Western Europe (also Government 442)**

Fall. 4 credits. M. Katzenstein/U. Liebert.

In both Western Europe and the United States, feminist organizational politics as well as policies that support gender equality are simultaneously under siege and yet, in certain ways, still vibrant. Through cross-national comparisons, we hope to assess the ways the strengths and weaknesses of feminist politics and policies can be traced to global processes, and/or to differences in individual state structures and state-society relationships. Our approach in this course is inductive: We begin

by highlighting some important similarities and differences in gender policy. We then turn to a comparison of state institutions and an examination of the place of movement politics in the interaction of state and society. Finally, we consider the character and effect of global changes in the form of the internationalization of capital and the rise of global communication and networks.

**WOMNS 444 Historical Issues of Gender and Science (also Science and Technology Studies 444)**

Fall. 4 credits. M. Rossiter.

This course is a one-semester survey of women's role in science and engineering from antiquity to the 1990's with special emphasis on the United States in the 20th century. Readings will include biographies and autobiographies of prominent women scientists, educational writings, and other primary sources as well as recent historical and sociological studies. By the end of the semester we should have attained a broad view of the problems that have faced women entering science and engineering in the past and those that still remain. There are no formal prerequisites for the course, although some knowledge of women's history and the history of science would be helpful. The course welcomes the participation of students from scientific and non-scientific backgrounds alike.

**[WOMNS 445 Nineteenth-Century Women Novelists (also English 445) #]**

4 credits. Not offered 1996-97. Next offered 1997-98. D. Mermin.

Works by such writers as Jane Austen, Elizabeth Gaskell, and Charlotte Brontë will be studied with particular attention to the development of a women's tradition in fiction, women writers' conceptions of themselves and their work, and their social and cultural situation.]

**WOMNS 447 Reading Freud: Gender, Race, and Psychoanalysis (also German Studies 447 and Comparative Literature 447)**

Fall. 4 credits. B. Martin.

All of the primary readings are available in English. This course will trace the development of psychoanalytic theory and practice through a close reading of selected works of Sigmund Freud (beginning with the *Studies in Hysteria* and concluding with *Moses and Monotheism*). This course will provide a general introduction to the basic concepts of Freudian psychoanalytic theory. Close attention will be paid to the cultural, scientific, as well as polemical literature on the ideas of race and gender in the late nineteenth century as one of the contexts in which psychoanalysis evolved.

**WOMNS 450/650 The Lenses of Gender (also Psychology 450/650)**

Fall. 4 credits. Permission of instructor required. Limited to 15 seniors and graduate students. No preregistration; interested students should attend the first class. Graduate students sign up for Women's Studies/Psychology 650. S. Bem.

This seminar analyzes the ideological, institutional, and psychological mechanisms that are responsible for the social reproduction of male power in Western—and especially American—culture. It is interdisciplinary, covering material from biology, history, anthropology, law, sociology, psychology, psychiatry, philosophy, and feminist theory. As much as the central focus



of the seminar is on gender, it does not analyze gender in isolation, but looks also at its intersections with race and (especially) sexuality. Students must write a final exam, a term paper, plus weekly commentaries on the readings.

**[WOMNS 451 Women in Italian Renaissance Art (also Art History 450) #**

4 credits. Prerequisite: permission of instructor. Not offered 1996-97. Next offered 1997-98. C. Lazzaro.

This seminar examines representations of the Madonna and Child from the fourteenth and fifteenth centuries, the narrative scenes painted on marriage chests and other domestic furniture, biblical and historical heroines such as Judith and Lucretia, portraits of patrician women and courtesans, and violence to women in a political context. It will investigate the contemporary ideas about motherhood, beauty, sexuality, social presentation, and gender roles in society that inform these representations. We will discuss the existing critical frameworks for interpreting them in feminist art history and theory (particularly in Renaissance studies). We will be concerned especially with how visual images are encoded with meaning, what kind of relationship can be established with their historical context, and how they convey social constructs and ideology.]

**[WOMNS 455/655 Sexuality, Society, and the State in the Near East (also History 437/657 and Near Eastern Studies 456/657) @**

4 credits. Not offered 1996-97. L. Peirce.]

**WOMNS 458 Women, Men and the Law in Muslim Courts (also Near Eastern Studies 459) @ #**

Fall. 4 credits. Prerequisite: Previous course within Islamic Studies helpful but not essential. L. Pierce.

This course examines relations between women and men by focusing on the manner in which an 16th-century community in the Muslim Middle East functioned through its court. By analyzing actual court cases, we will explore issues such as marriage and divorce, property rights, sexuality and its regulation, access to communal and domestic space and the control of knowledge. We will be particularly interested in the question of whether normative codes of law (religious, state) were compatible with the individual's sense of moral worth and self interest; hence we will also be concerned with relations between the individual and the community, and between the community and the state. Previous course work in Islamic studies is helpful but not essential.

**[WOMNS 459 Education in Africa and the Diaspora (also Africana 459) @**

4 credits. Not offered 1996-97. Next offered 1997-98. N. Assiè-Lumumba.

This course deals with theories and concepts of planned change for social development and their application to educational innovations geared to promoting equal opportunity based on gender, race, and class in Africa and the African Diaspora. The first part of the course will be concerned with the stages of innovations from their inception to their implementation, resistance, diffusion and impact of different social categories. The second part of the course will deal with concrete cases of educational innovations such as the creation of educational institutions and change in

curriculum development and medium of instruction. Historical and contemporary cases of educational innovations will be presented and analyzed. The case studies include the development of Africana Studies as a discipline, the creation and expansion of historically black institutions such as Lincoln University in Pennsylvania, Tuskegee Institute in Alabama, Spelman College in Georgia, and the Westside Preparatory School in Chicago. The African Cases to be studied include education for self-reliance in Tanzania, African languages as a medium of instruction in Nigeria and Mali, and television as a medium of instruction in Côte d'Ivoire. Gender will be a main focus in the analysis of the agents and beneficiaries of the innovations.]

**[WOMNS 463 The Politics of Contemporary Feminist Theory (also Government 463)**

4 credits. Prerequisite: GOVT 369/ WOMNS 269 or permission of instructor. Not offered 1996-97. Next offered spring 1998-99. N. Hirschmann.

For years the women's movement based its claim to equality on the assertion that men and women are the same. Recently, however, feminist theorists have argued that there are deep, fundamental differences between the sexes: for instances, do women and men view morality differently? What effect does reproduction have on female consciousness? Does women's work produce a particular epistemology, or "way of knowing"? How do gender, race, class, sexual orientation, etc., influence each other? Drawing on works from political science, psychology, sociology, literary criticism, and philosophy, we will examine a variety of contemporary methods and approaches to feminism, paying particular attention to the issue of "difference" and how claims of difference affect women's claims to equality. In the process, we will examine the "politics" of feminist theory, and what feminism has to offer political science as a discipline.]

**[WOMNS 464 Gender and Politics in the Roman World (also Classics 463 and History 463) #**

4 credits. Not offered 1996-97. Next offered 1997-98. J. Ginsburg.

An undergraduate seminar examining the relationship between gender and politics in the late Roman Republic and early Empire. Among the questions this course will address are: was politics the exclusive domain of men in Roman society (as is generally assumed) or does a broader definition of politics and an understanding of the various forms that political activity in ancient Rome might take allow a place for women in Roman political life? what role does gender have in Roman political discourse and ideology? why do issues such as family, marriage and sexuality become subjects of political debate and legislation?]

**WOMNS 465 Feminist Theory/Lesbian Theory**

Spring. 4 credits. C. A. Martin.

This seminar will explore developments in feminist theory, primarily in the United States from the 1950s through the mid-1990s. We will also trace the changing status of "lesbianism" in feminist theories over that same time period and examine its status in current constructions of "queer theory". What happens to the relationship between feminist theory and lesbian thought when "queer theory" emerges? The purpose of the course is

to encourage critical, historically informed readings of what could be considered canonical texts and crucial junctures in Second Wave feminist thought, many of which remain unfamiliar even to Women's Studies students. In our discussions, we will wonder why certain strands of feminist thought became dominant at certain moments and why others were excluded and forgotten. I will choose readings from among such classics as Simone de Beauvoir's *Second Sex*, Betty Friedan's *The Feminine Mystique*, Kate Millet's *Sexual Politics*, Shulamith Firestone's *The Dialectic of Sex*, Sheila Rowbotham's *Women and Revolution*, Angela Davis's autobiography, Michele Barrett's *Women's Oppression Today*, Bell Hooks, *Ain't I A Woman* and other essays, Heidi Hartmann's *The Unhappy Marriage of Marxism and Feminism*, Juliet Mitchell's *Woman's Estate and Psychoanalysis and Feminism*, Cherrie Moraga et al., *This Bridge Called My Back* and Moraga's autobiographical/critical writings, Audre Lorde's *Insider/Outsider* and *Zami*, Patricia Hill Collins, *Black Feminist Thought*, and others.

**[WOMNS 466 Feminism and Gender Discrimination (also Government 466 and Law 648)**

4 credits. Not offered 1996-97. Next offered 1997-98. K. Abrams.

This course will introduce students to the major schools of feminist legal theory, including equality theory, difference theory, dominance theory, and anti-essentialism. It will then use these theories as a framework for examining several areas in which the law has attempted to address gender-specific injuries. These will include the workplace (sexual harassment, regulation of fertility, work/family conflict), the family (abortion, surrogacy), and violence against women (rape, spousal abuse, pornography). The course will emphasize analysis and critique of present political and legal responses and formulation of alternative responses. Some previous exposure to legal materials (case law, statutes) is useful but not required.]

**WOMNS 467 Sexual Minorities and Human Development (also HDFS 464)**

Fall. 3 credits. Limited to 15 students. Permission of instructor required. R. Savin-Williams.

The first half of the course covers topics of a fairly general nature regarding theoretical, research, and applied issues on sexual minorities. In the second half of the course, students will determine the content through their selection of particular topics that interest them. The success of the course depends on students feeling personally engaged and committed to the course content. Because of the multidisciplinary nature of the course, it is hoped that students from a variety of backgrounds in disciplines, gender, sexual orientation, ethnicity, race, class, and religious affiliation will feel comfortable in the course.

**[WOMNS 470 Studies in the Novel: Virginia Woolf (also English 470)**

4 credits. Not offered 1996-97. M. Hite.]

**[WOMNS 471 American Indian Women's Literature (also English 471)**

4 credits. Not offered 1996-97. Next offered 1997-98. K. Shanley.

From Pocahontas to Shakes a Fist in Dances With Wolves, depictions of American Indian women rarely present their points of view.

Through a variety of genres—short fiction, autobiographies, poetry, and oral histories—we will listen to the voices of American Indian women; we will listen for their aesthetic and cultural values, as those values reflect Indian history in general, tribal histories and values, and their life stories. We will begin with works from or about nineteenth century life and proceed to an examination of works by such well-known Indian women writers as Beth Brant, Louise Erdrich, Leslie Silko, and Joy Harjo. We will explore questions such as: How does the image of Pochahantas affect the representation of other Indian women? Who are American Indian women activists, and have they written of their lives? What is the relationship between the woman in myths and legends and women in the real world? The student's grade will be based on two formal papers and a number of informal writing assignments and reports.]

**[WOMNS 475 Studies in the Twentieth Century (also English 475)]**  
4 credits. Not offered 1996-97. M. Hite.]

**[WOMNS 478 Family and Society in Africa (also Africana 478)]** @  
4 credits. Not offered 1996-97. Next offered 1997-98. N. Assié-Lumumba.  
The family as a social institution is structured according to socioeconomic, historical, political, and cultural specificities. In this course, the topics to be discussed will include the concepts of nuclear and extended family, the place and role of different age-groups and generations in the family, marriage and related issues, such as dowry, divorce, parenthood, childrearing, sex roles, and class differences. The course will also deal with the impact of industrialization and of westernization on the structure of the family in Third World countries. Examples will be drawn from urban and rural communities in industrial/western and agrarian/non-western societies.]

**WOMNS 479 Women and Gender Issues in Africa (also Africana 479)** @  
Spring. 4 credits. Limited to 20 students. N. Assié-Lumumba.

There are two contrasting views of the status and role of women in Africa. One view portrays African women as dominated and exploited by men. According to another view, women have a favorable social position in Africa: indigenous ideologies consider women to be the foundation of society, they are economically active and independent and they have an identity independent of men. In this seminar, we will discuss the status and role of women in Africa historically as well as in the contemporary period. Among the topics to be covered are: women in non-westernized/colonial societies; the impact of colonial policies on the status of women; gender and access to schooling; women's participation in the economy and politics; the attitudes of African women towards feminism; and the NGO and United Nations Nairobi Conferences on women.

**WOMNS 481 Latin American Women Writers (also Spanish 492 and Comparative Literature 482)** @  
Fall. 4 credits. Taught in English. D. Castillo.

This course will provide a sampler of novels and short stories by and about Latin American women. We will look at the question of self-construction and issues such as the social and political concerns involved in a specifically Latin American feminine identity. All works

will be read in translation (Romance Studies students should read originals of the works from the Spanish). Authors may include writers like Luisa Valenzuela (Argentina) and Rigoberta Menchú (Guatemala), Helena Parente Cunha and Clarice Lispector (Brazil), Helena Maria Viramontes and Gloria Anzaldúa (U.S.A.), and Simone Schwarz-Bart (Guadalupe).

**[WOMNS 486 Women's Poetry (also English 486)]**

Offered every three years. Not offered 1996-97. D. Mermin.

A study of the female poetic tradition and the myths surrounding the figure of the female poet in England and America, focusing on such nineteenth- and twentieth-century poets as Elizabeth Barrett Browning, Emily Dickinson, Elizabeth Bishop, and Sylvia Plath.]

**[WOMNS 490 English Honors Seminar: Mary Wollstonecraft and Mary Shelley (also English 491)]** @

4 credits. Not offered 1996-97. M. Jacobus.]

**WOMNS 491 Women's Studies Seminar (also English 491)** @

Fall. 4 credits. D. Mermin.

#### Section I: Jane Austen

Open to students in the Honors Program in English or related fields, or by permission of instructor. Students will read Austen's novels, juvenilia, and letters, do research projects concerning the cultural circumstances in which the novels were produced, and consider various critical approaches. Requirements will include short close-reading papers, a research report, and a long final essay.

We will emphasize the fact that Austen is the first woman to enter the canon in English and consider both why that became possible at that particular time in literary history and what it has meant for later readings of Austen. Also such questions as how women novelists perceived themselves and were perceived by others; the interplay between gender and genre; marriage and property laws; women's education; life in the gendered spaces of the country house; the qualities of literary heroines (and heroes) and the marriage plot; slavery and the anti-slavery movement as it was seen to parallel women's issues; and the feminist rereading of Austen.

**[WOMNS 492 George Eliot (also English 491)]**

4 credits. Not offered 1996-97. D. Mermin.]

**WOMNS 493 French Feminisms (also French 493)**

Fall. 4 credits. A. Berger.

This course will examine the political, theoretical, and literary concerns of contemporary French writers who have addressed "la question de la femme/la question du féminin." Readings will include representative texts by Simone de Beauvoir, Monique Wittig, Julia Kristeva, Jacques Lacan, Luce Irigaray, Jacques Derrida, and Hélène Cixous. Taught in English.

**WOMNS 499 Directed Study**

Fall or spring. Variable credit. Prerequisites: one course in women's studies and permission of a faculty member of the Women's Studies Program Board. Staff.

**WOMNS 530 Womanist Writing in Africa and the Caribbean (also Africana 530)** @

Spring. 4 credits. A. Adams.

Theoretical essays on the nature, relevance, and articulation of feminist thought from African and Caribbean writers will complement literary texts. Gender issues, as manifested both at home and in emigrant situations abroad, will be examined in texts by such writers as Sistren, Conde, Dangarembga, Aidoo, Warner-Vieyra, Ba, Emecheta, Kincaid, and W. Mandela. (Francophone works may be read in the original by individuals who so desire.)

**WOMNS 600 Special Topics in Feminist Theory: An Interdisciplinary Graduate Course in Women's Studies (also French Literature 600)**

Fall and spring. 4 credits. This course is open to graduate students and undergraduate seniors who have obtained permission of instructor. Staff.

The purpose of this course is to expose graduate students to interdisciplinary approaches in Women's Studies and feminist theory to a variety of topics or questions. While many of our graduate courses train students in highly specialized areas of feminist theory, this course aims to teach students how to find common intellectual ground around a single topic from interdisciplinary perspectives without sacrificing the complexity of any disciplinary approach. The course is designed for graduate minors in Women's Studies and students with a specialized interest in feminist theory. Although it is not required, the course is strongly recommended for students obtaining a graduate minor in Women's Studies.

**WOMNS 608 African-American Women (also History 608)**

Spring. 4 credits. M. Washington.

A reading and discussion topics seminar focusing on the experiences of African-American women in nineteenth-century America, including the Caribbean. Topics include women in labor, abolitionism, women's rights, sexuality and race relations, education and racial uplift, black women's literature, marriage and family.

**[WOMNS 613 The Political Economy of Gender and Work (also City and Regional Planning 613)]**

3 credits. Not offered 1996-97. L. Beneria.]

**[WOMNS 614 Gender and International Development (also City and Regional Planning 614)]**

3 credits. Not offered 1996-97. Next offered 1998-99. L. Beneria.

This course has four main objectives. First, to provide an analysis of the location of women in processes of development and to understand the centrality of gender in each case. Second, to examine theoretical and conceptual frameworks for this analysis, including an understanding of gender divisions and their interaction with other forms of inequality such as class, race, and ethnicity. Third, to reflect upon the linkages between the global economy and the gendered macro and micro processes of development. Fourth, to provide a basis for research, practical action, and policy formulation and for evaluating directions and strategies for social change.]

**[WOMNS 618 Feminist Jurisprudence (also Government 618 and Law 618)]**  
4 credits. Not offered 1996–97.  
K. Abrams.]

**[WOMNS 621 Lesbian, Gay, and Bi-sexual Studies]**  
4 credits. Not offered 1996–97.  
C. A. Martin.]

**[WOMNS 624 Seventeenth-Century Women Writers (also English 624)]**  
Not offered 1996–97. B. Correll.]

**WOMNS 626 Graduate Seminar in the History of American Women (also History 626)**

Spring. 4 credits. Limited to graduate students. M. B. Norton.

A reading and research seminar intended for graduate students. Major works in American women's history will be carefully scrutinized, and each student will prepare a lengthy research paper.

**[WOMNS 631 Gender and Culture (also Anthropology 621)]**  
4 credits. Not offered 1996–97. K. March.]

**WOMNS 636 Comparative History of Women and Work (also Industrial and Labor Relations 636)**

Spring. 4 credits. Disc/sem. I. DeVault. This seminar will explore the similarities and differences among different cultures' assumptions about the work of women as well as women's experiences in varying work circumstances throughout history. Comparative examples will be taken from the United States, Europe, and the Third World.

**[WOMNS 639 The Feminine Symbolic (also Anthropology 639)]**  
4 credits. Not offered 1996–97.  
B. J. Isbell.]

**[WOMNS 640 Feminism and Enlightenment: Women Writers of the 1790s (also English 640)]**  
Not offered 1996–97. M. Jacobus.]

**[WOMNS 654 Queer Theory (also English 654)]**

4 credits. Not offered 1996–97. Next offered 1997–98. E. Hanson.

The only thing better than having sex is theorizing about it. In an effort to provide us with a more sophisticated language with which to examine lesbian and gay issues in literature and culture, this course will offer an introduction to the most influential trends in queer theory. The first few weeks of the course will focus on the psychoanalytic discourse of homosexuality, as it was conceived by Freud and revised and redeployed by lesbian and gay theorists. The second part of the course will concentrate on Foucault and various applications of social constructionism to lesbian and gay theory and feminism. In the final few weeks, we will discuss recent debates about sexuality and identity politics. We will discuss books and essays by Bersani, Butler, Crimp, de Lauretis, Deleuze, Freud, Foucault, Fuss, Halperin, Hocquenghem, Kincaid, Moraga, Rubin, Sedgwick, Watney, and Wittig, among others.]

**WOMNS 656 Decadence (also English 655 and Comparative Literature 655)**

Spring. 4 credits. E. Hanson.

"My existence is a scandal," Oscar Wilde once wrote, summing up in an epigram the effect of his carefully cultivated style of perversity and paradox. Through their valorization of estheticism and all that was considered

artificial, unnatural, or morbid, the so-called "decadent" writers of the late nineteenth century sought to free the pleasures of beauty and sexual desire from their more conventional ethical moorings. Because this is a course in lesbian and gay studies, we will focus primarily on the various ways that decadence became a powerful trope for the articulation of homosexuality and other proscribed sexual pleasures. We will focus in particular on four writers, J. K. Huysmans, Walter Pater, A. C. Swinburne, and Oscar Wilde. Topics for discussion will include homophobia and sexual encoding, androgyny and sexual inversion, sodomy and satanism, lesbianism and vampirism, cultural and linguistic degeneration, hysteria and paranoia, masochism and mysticism, chastity and sublimation, Catholicism and Hellenism, and dandyism and camp.

**WOMNS 660 Gender in Nineteenth-Century America (also English 661)**

Fall. 4 credits. S. Samuels.

A study of the relation between historical experience and literary texts. We will examine from the perspectives of both historical and literary analysis the rise of women writers, the novel's preoccupation with conflicts between men and women, the cultural uses of feminism and antifeminism, and the impact of the new woman. Bringing traditional literary texts—novels and poetry—into dialogue with "nonliterary" writings like journalism, political treatise, social reform manifestos, and etiquette books, we will draw on the methods and theories of cultural history and literary criticism to ask how gender relations and the history of women bear on the plots, discourses, and images of literary texts. A tentative reading list would include Susannah Rowson's *Charlotte Temple*, Lydia Maria Child's *The Mother's Book*, Catherine Beecher's *A Treatise on Domesticity*, Nathaniel Hawthorne's *The Blithedale Romance*, Harriet Beecher Stowe's *Uncle Tom's Cabin*, Herman Melville's *Pierre*, poems by Emily Dickinson and Walt Whitman.

**WOMNS 670 Feminist Political Theory (Graduate Seminar) (also Government 671)**

Fall. 4 credits. Open to undergraduates who have taken GOV/WS 463 or other courses in feminist theory and who have the permission of the instructor.  
N. Hirschmann.

This graduate seminar will examine contemporary feminist theory from the perspective of political theory. We will study the work of feminist theorists who work specifically within the discipline of political science, as well as the specifically political dimensions of work not generally considered political theory. Though particular readings and topics will change from year to year in response to the most recent literature, in general the course will focus on questions of epistemology and methodology as a way to explore a variety of issues of relevance to feminism as an academic, intellectual, and political enterprise.

**WOMNS 671 Feminist Methods (also Rural Sociology 671)**

Spring. 4 credits. S. Feldman.

Employing a sociology of knowledge perspective and comparative approach within the social science, this course will review and analyze contemporary themes in the feminist epistemological critique of sociological methods. The course will begin by identifying what constitutes mainstream explanations

within the social sciences, introduce early feminist challenges to androcentric paradigms, move to examine the philosophical and postmodern challenge, and then outline issues critical to "doing fieldwork." In the latter section, we will examine studies that address issues of class, race, ethnicity, and constructions of otherness.

**[WOMNS 672 The Theory and Policy of Feminist Issues (also Government 672)]**

4 credits. Limited to 20 students. Not offered 1996–97. Next offered 1997–98.

M. Katzenstein, N. Hirschmann.

This course will explore the intersections of theory and policy in feminist scholarship through the lenses of several issues of key importance in contemporary feminist politics. The course takes as its foundation the premise that most feminist issues need to be approached from a multidisciplinary perspective in order to be understood fully, and that feminist theory and policy are integrally related to one another. In 1994, focusing on such issues as domestic violence, pornography, welfare, and the military, we will approach each of these issues from a variety of theoretical and empirical perspectives in order to understand both the political and theoretical underpinnings of existing policy as well as the political and theoretical implications of various feminist prescriptions suggestions for policy change.]

**[WOMNS 680 Twentieth-Century Women's Poetry (also English 680)]**

4 credits. Not offered 1996–97.

P. Janowitz.]

**[WOMNS 690 Feminist Criticism (also German Studies 690)]**

4 credits. Not offered 1996–97.

C. A. Martin.]

**[WOMNS 692 Hispanic Feminisms (also Romance Studies 690)]**

4 credits. Taught in Spanish. Not offered 1996–97. D. Castillo.]

**WOMNS 699 Topics in Women's Studies**

Fall or spring. Variable credits. Staff. Independent reading course for graduate students on topics not covered in regularly scheduled courses. Students develop a course of readings in consultation with a faculty member in the field of Women's Studies who has agreed to supervise the course work.

**WOMNS 733 Literary Anti-Feminism (also English 733)**

Spring. 4 credits. L. Brown.

## Writing Program

See "John S. Knight Writing Program."

## FACULTY ROSTER

Abrams, Kathryn, J. D., Yale Law. Assoc.

Prof., Ethics and Public Life

Abrams, Meyer H., Ph.D., Harvard U. Class of

1916 Professor of English Emeritus, English

Abuñá, Hector D., Ph.D., U. of North Carolina

at Chapel Hill. Emile M. Chamot Professor of

Chemistry, Chemistry

Adams, Anne, Ph.D., U. of Michigan. Assoc.

Prof., Africana Studies and Research Center

Adams, Barry B., Ph.D., U. of North Carolina.

Prof., English

Adelson, Leslie A., Ph.D., Washington U.

Prof., German Studies

- Ahl, Frederick M., Ph.D., U. of Texas at Austin. Prof., Classics
- Albrecht, Andreas C., Ph.D., U. of Washington. Prof., Chemistry
- Alexander, James P., Ph.D., U. of Chicago. Assoc. Prof., Physics/LNSQ
- Allmendinger, Richard W., Ph.D., Stanford U. Assoc. Prof., Geological Sciences/INSTOC#
- Altschuler, Glenn C., Ph.D., Cornell U. Prof., American Studies
- Ambeagaokar, Vinay, Ph.D., Carnegie Inst. of Technology. Prof., Physics/LASSP\*
- Ammons, Archie R., B.S., Wake Forest Coll. Goldwin Smith Professor of Poetry, English
- Anderson, Benedict R., Ph.D., Cornell U.
- Aaron L. Binenkorb Professor of International Studies, Government
- Archer, Richard J., M.A., U. of Missouri at Kansas City. Asst. Prof., Theatre Arts
- Argyres, Philip C., Ph.D., Princeton U. Asst. Prof., Physics/LNSQ
- Arroyo, Ciriaco M., Ph.D., U. of Munich (Germany). Emerson Hinchliff Professor of Spanish Literature, Romance Studies/Comparative Literature
- Ascher, Robert, Ph.D., U. of California at Los Angeles. Prof., Anthropology
- Ashcroft, Neil W., Ph.D., Cambridge U. (England). Horace White Professor of Physics, Physics/LASSP\*
- Assié-Lumumba, N'Dri, Ph.D., U. of Chicago. Asst. Prof., Africana Studies/Women's Studies
- Attoh, Kodjopa, Ph.D., Northwestern U. Assoc. Prof., Geological Sciences
- Austin, William W., Ph.D., Harvard U. Given Foundation Professor of Musicology Emeritus, Music
- Bacharach, Samuel B., Ph.D., U. of Wisconsin. Assoc. Prof. Industrial and Labor Relations/Sociology
- Baird, Barbara, Ph.D., Cornell U. Prof., Chemistry
- Ballaro, Beverly, Ph.D., Yale U. Asst. Prof., Romance Studies
- Barazangi, Muawia, Ph.D., Columbia U. Senior Scientist, Geological Sciences/INSTOC#
- Barbasch, Dan, Ph.D., U. of Illinois. Prof., Mathematics
- Barzman, Karen-Edis, Ph.D., Johns Hopkins U. Asst. Prof., History of Art
- Bassett, William A., Ph.D., Columbia U. Prof., Geological Sciences
- Basu, Kaushik, Ph.D., London School of Economics (England). Prof., Economics
- Bathrick, David, Ph.D., U. of Chicago. Prof., German Studies/Theatre Arts
- Bauer, Simon H., Ph.D., U. of Chicago. Prof. Emeritus, Chemistry
- Baugh, Daniel A., Ph.D., Cambridge U. (England). Prof., History
- Becker, Penny E., Ph.D., U. of Chicago. Asst. Prof., Sociology
- Begley, Tadhg P., Ph.D., California Inst. of Technology. Assoc. Prof., Chemistry
- Bell, Eleanor O., Ph.D., U. of California at Berkeley. Asst. Prof., Sociology
- Bem, Daryl J., Ph.D., U. of Michigan. Prof., Psychology
- Bem, Sandra L., Ph.D., U. of Michigan. Prof., Psychology/Women's Studies
- Beneria, Lourdes, Ph.D., Columbia U. Prof., City and Regional Planning/Women's Studies
- Bensel, Richard, Ph.D., Cornell U. Prof., Government
- Bereaud, Jacques, Doctorat d'Univ., U. of Lille (France). Prof., Romance Studies
- Berger, Anne, Ph.D., Paris VII (France). Assoc. Prof., Romance Studies
- Berkelman, Karl, Ph.D., Cornell U. Prof., Physics/LNSQ
- Bernal, Martin G., Ph.D., Cambridge U. (England). Prof., Government/Near Eastern Studies
- Bernstock, Judith, Ph.D., Columbia U. Assoc. Prof., History of Art
- Bestor, Theodore C., Ph.D., Stanford U. Assoc. Prof., Anthropology
- Bethe, Hans, Ph.D., U. of Munich (Germany). John Wendell Anderson Professor of Physics Emeritus, Physics
- Biggerstaff, Knight, Ph.D., Harvard U. Prof. Emeritus, History
- Billera Louis J., Ph.D., City U. of New York. Prof., Mathematics/Operations Research and Industrial Engineering
- Bilson, Malcolm, D.M.A., U. of Illinois. Frederic J. Whiton Professor of Music, Music
- Bird, John M., Ph.D., Rensselaer Polytechnic Inst. Prof., Geological Sciences
- Birman, Kenneth P., Ph.D., U. of California at Berkeley. Prof., Computer Science
- Bishop, Jonathan P., Ph.D., Harvard U. Prof., English
- Blackall, Jean F., Ph.D., Harvard U. Prof. Emerita, English
- Blass, Elliott M., Ph.D., U. of Virginia. Prof., Psychology/Nutritional Sciences
- Bloom, Arthur L., Ph.D., Yale U. Prof. Emeritus, Geological Sciences/INSTOC#
- Blume, Lawrence E., Ph.D., U. of California at Berkeley. Prof., Economics
- Blumin, Stuart M., Ph.D., U. of Pennsylvania. Prof., History
- Bodenschatz, Eberhard, Ph.D., U. of Bayreuth (Germany). Asst. Prof., Physics/LASSP\*
- Bodman, Nicholas C., Ph.D., Yale U. Prof. Emeritus, Modern Languages and Linguistics
- Bogel, Fredric V., Ph.D., Yale U. Prof., English
- Borneman, John W., Ph.D., Harvard U. Asst. Prof., Anthropology
- Borstelmann, Thomas, Ph.D., Duke U. Asst. Prof., History
- Bowers, John S., Ph.D., Massachusetts Inst. of Technology. Prof., Linguistics
- Bowman, Kenneth, Ph.D., U. of California at Los Angeles. Asst. Prof., Africana Studies/Theatre Arts
- Boyd, Richard N., Ph.D., Massachusetts Inst. of Technology. Prof., Philosophy/Science and Technology Studies
- Bramble, James H., Ph.D., U. of Maryland. Prof. Emeritus, Mathematics
- Brann, Ross, Ph.D., New York U. Prof., Judeo-Arabic Studies, Near Eastern Studies
- Brazell, Karen W., Ph.D., Columbia U. Prof., Japanese Literature (Asian Studies)
- Breiger, Ronald L., Ph.D., Harvard U. Goldwin Smith Professor of Sociology, Sociology
- Brittain, Charles, D. Phil., Oxford U. (England). Asst. Prof., Classics
- Bronfenbrenner, Urie, Ph.D., U. of Michigan, Jacob Gould Schurman Professor Emeritus, Human Ecology/Psychology
- Brown, Kenneth S., Ph.D., Massachusetts Inst. of Technology. Prof., Mathematics
- Brown, Larry D., Ph.D., Cornell U. Prof., Geological Sciences/INSTOC#
- Brown, Laura, Ph.D., U. of California at Berkeley. Prof., English
- Brown, Lois, Ph.D., Boston College. Asst. Prof., English
- Brown, Theodore M., Ph.D., U. of Utrecht (Netherlands). Prof. Emeritus, History of Art
- Browne, E. Wayles III, Ph.D., U. of Zagreb (Yugoslavia). Assoc. Prof., Linguistics
- Brumberg, Joan Jacobs, Ph.D., U. of Virginia. Prof., Human Development and Family Studies/Women's Studies
- Buck-Morss, Susan F., Ph.D., Georgetown U. Prof., Government
- Bullock, Robert, Ph.D., U. of California at Berkeley. Asst. Prof., Government
- Bunce, Valerie, Ph.D., U. of Michigan. Prof., Government
- Burlitch, James M., Ph.D., Massachusetts Inst. of Technology. Prof., Chemistry
- Burns, Joseph A., Ph.D., Cornell U. Irving Porter Church Professor of Engineering, Astronomy/Theoretical and Applied Mechanics/CRSR
- Caldwell, Steven B., Ph.D., Cornell U. Assoc. Prof., Sociology
- Calkins, Robert G., Ph.D., Harvard U. Prof., History of Art
- Campbell, Donald B., Ph.D., Cornell U. Prof., Astronomy/NAIC+
- Cao, Jianguo, Ph.D., U. of Pennsylvania. Asst. Prof., Mathematics
- Caputi, Anthony F., Ph.D., Cornell U. Prof., Emeritus, English/Comparative Literature
- Carden, Patricia J., Ph.D., Columbia U. Prof., Russian Literature
- Cardie, Claire, Ph.D., U. Mass. Asst. Prof., Computer Science
- Carmichael, Calum M., LL.D., Glasgow U. (Scotland). Prof., Comparative Literature/Biblical Studies
- Carpenter, Barry K., Ph.D., U. College, London (England). Prof., Chemistry
- Carroll, Noel, Ph.D., U. of Illinois. Assoc. Prof., Theatre Arts/Philosophy
- Carstens, Vicki, Ph.D., U. of California at Los Angeles. Asst. Prof., Linguistics/Adjunct Asst. Prof., Africana Studies
- Cassel, David G., Ph.D., Princeton U. Prof., Physics/LNSQ
- Castillo, Debra, Ph.D., U. of Wisconsin at Milwaukee. Prof., Romance Studies/Comparative Literature
- Cathles, Lawrence M. III, Ph.D., Princeton U. Prof., Geological Sciences
- Chase, Cynthia, Ph.D., Yale U. Prof., English
- Chase, Stephen U., Ph.D., U. of Chicago. Prof., Mathematics
- Chen, Zhen-Qing, Ph.D., Washington U. Asst. Prof., Mathematics
- Chernoff, David F., Ph.D., U. of California at Berkeley. Assoc. Prof., Astronomy/CRSR
- Chester Geoffrey V., Ph.D. King's Coll. London (England). Prof. Emeritus, Physics/LASSP\*
- Christensen, Thomas, Ph.D., Columbia U. Asst. Prof., Government
- Cisne, John L., Ph.D., U. of Chicago. Prof., Geological Sciences/INSTOC#
- Clardy, Jon C., Ph.D., Harvard U. Horace White Professor of Chemistry, Chemistry
- Clark, M. Gardner, Ph.D., Harvard U. Prof., Industrial and Labor Relations/Economics
- Clinton Kevin M., Ph.D., Johns Hopkins U. Prof., Classics
- Cochran, Sherman G., Ph.D., Yale U. Prof., History
- Cohen, Marshall M., Ph.D., U. of Michigan. Prof., Mathematics
- Cohen, Walter I., Ph.D., U. of California at Berkeley. Prof., Comparative Literature
- Cohn, Abigail, Ph.D., U. of California at Los Angeles. Asst. Prof., Linguistics
- Colby-Hall, Alice M., Ph.D., Columbia U. Prof., Romance Studies
- Cole, Stephen R., B.A., U. of Indiana. Assoc. Prof., Theater Arts
- Coleman, John E., Ph.D., U. of Cincinnati. Prof., Classics



- Coleman, Thomas F., Ph.D., U. of Waterloo. Prof., Computer Science
- Collins, Christopher T., Ph.D., Massachusetts Inst. of Technology. Asst. Prof., Linguistics
- Collum, David B., Ph.D., Columbia U. Prof., Chemistry
- Conlin, Mike, Ph.D., U. of Wisconsin. Asst. Prof., Economics
- Connelly, Robert, Ph.D., U. of Michigan. Prof., Mathematics
- Constable, Robert L., Ph.D., U. of Wisconsin. Prof., Computer Science
- Cooke, W. Donald, Ph.D., U. of Pennsylvania. Prof. Emeritus, Chemistry
- Cooper, Barbara H., Ph.D., California Inst. of Technology. Assoc. Prof., Physics/LASSP\*
- Cordes, James M., Ph.D., U. of California at San Diego. Prof., Astronomy/NAIC†
- Correll, Barbara, Ph.D., U. of Wisconsin. Asst. Prof., English
- Corson, Dale R., Ph.D., U. of California at Berkeley. Prof. Emeritus, Physics
- Cotts, Robert M., Ph.D., U. of California at Berkeley. Prof., Physics/LASSP\*
- Cowden, Jonathan, Ph.D., Yale U. Asst. Prof., Government
- Culler, Jonathan D., D. of Phil., Oxford U. (England). Class of 1916 Professor, English/Comparative Literature
- Cutting, James E., Ph.D., Yale U. Prof., Psychology
- Dannhauser, Werner J., Ph.D., U. of Chicago. Prof. Emeritus, Government
- Darlington, Richard B., Ph.D., U. of Minnesota. Prof., Psychology
- Davis, H. Floyd, Ph.D., U. of California at Berkeley. Asst. Prof., Chemistry
- Davis, Michael M., Ph.D., Leiden U. (Netherlands). Adj. Prof., Astronomy/NAIC†
- Davis, Tom E., Ph.D., Johns Hopkins U. Prof., Economics
- Dear, Peter, Ph.D., Princeton U. Assoc. Prof., History/Science and Technology Studies
- de Bary, Brett, Ph.D., Harvard U. Prof., Asian Studies/Comparative Literature
- Deinert, Herbert, Ph.D., Yale U. Prof., German Studies
- Dennis, Michael A., Ph.D., Johns Hopkins U. Asst. Prof., Science and Technology Studies
- Dennis, R. Keith, Ph.D., Rice U. Prof., Mathematics
- Derry, Louis A., Ph.D., Harvard U. Asst. Prof., Geological Sciences
- DeVoogd, Timothy J., Ph.D., U. of Illinois. Assoc. Prof., Psychology
- Diesing, Molly, Ph.D., U. of Massachusetts at Amherst. Asst. Prof., Linguistics
- Diffloth, Gérard, Ph.D., U. of California at Los Angeles. Prof., Modern Languages
- DiSalvo, Francis J. Jr., Ph.D., Stanford U. John A. Newman Professor of Physical Science, Chemistry
- Donald, Bruce, Ph.D., Massachusetts Inst. of Technology. Assoc. Prof., Computer Science
- Dotson, Arch T., Ph.D., Harvard U. Prof., Government
- Dotson, Esther G., Ph.D., New York U. Prof. Emeritus, History of Art
- Drell, Persis, Ph.D., U. of California at Berkeley. Assoc. Prof., Physics/LNS‡
- Dugan, Gerald F., Ph.D., Columbia U. Prof., Physics/LNS‡
- Dunning, David, Ph.D., Stanford U. Assoc. Prof., Psychology
- Durrett, Richard T., Ph.D., Stanford U. Prof., Mathematics
- Dynkin, Eugene B., Dr. of Sci., Moscow U. (USSR). Abram R. Bullis Professor of Mathematics, Mathematics
- Earle, Clifford J., Ph.D., Harvard U. Prof., Mathematics
- Easley, David, Ph.D., Northwestern U. Prof., Economics
- Eddy, Donald D., Ph.D., U. of Chicago. Prof., English
- Edmondson, Locksley G., Ph.D., Queens U. (Canada). Prof., Africana Studies and Research Center
- Ehrenberg, Ronald, Ph.D., Northwestern U. Prof. Industrial and Labor Relations/Economics
- Elias, Robert, Ph.D., U. of Pennsylvania. Goldwin Smith Professor of English Literature and American Studies, Emeritus, English
- Elledge, Scott B., Ph.D., Cornell U. Goldwin Smith Professor of English Literature, Emeritus, English
- Elser, Veit, Ph.D., U. of California at Berkeley. Assoc. Prof., Physics/LASSP\*
- Escobar, José F., Ph.D., U. of California at Berkeley. Prof., Mathematics
- Esman, Milton J., Ph.D., Princeton U. John S. Knight Professor of International Studies, Emeritus, Government
- Evangelista, Matthew, Ph.D., Cornell U. Prof., Government
- Ezergailis, Inta M., Ph.D., Cornell U. Prof., German Studies
- Ezra, Gregory S., Ph.D., Oxford U. (England). Prof., Chemistry
- Fajans, Jane, Ph.D., Stanford U. Asst. Prof., Anthropology
- Farrell, Robert T., Ph.D., Fordham U. Prof., English/Medieval Studies/ Archaeology
- Farrell, Roger H., Ph.D., U. of Illinois. Prof., Mathematics
- Fay, Robert C., Ph.D., U. of Illinois. Prof., Chemistry
- Feldshuh, David, Ph.D., U. of Minnesota. Prof., Theatre Arts
- Field, David J., Ph.D., U. of Pennsylvania. Assoc. Prof., Psychology
- Fine, Gail J., Ph.D., Harvard U. Prof., Philosophy
- Finlay, Barbara L., Ph.D., Massachusetts Inst. of Technology. Prof., Psychology
- Fitchen, Douglas B., Ph.D., U. of Illinois. Prof., Physics/LASSP\*
- Flanagan, Éanna É., Ph.D., U. of Chicago. Asst. Prof., Physics/LNS‡
- Fortune, Joanne E., Ph.D., Cornell U. Assoc. Prof., Physiology/Women's Studies
- Foster, Harold F., Ph.D., CUNY Graduate Center. Prof., History of Art/Comparative Literature
- Fox, Edward W., Ph.D., Harvard U. Prof. Emeritus, History
- Franck, Carl P., Ph.D., Princeton U. Assoc. Prof., Physics/LASSP\*
- Frank, Robert H., Ph.D., U. of California at Berkeley. Goldwin Smith Professor of Economics, Economics/Ethics and Public Policy
- Fréchet, Jean M. J., Ph.D., SUNY Syracuse and Syracuse U. Peter J. W. Debye Professor of Chemistry, Chemistry
- Fredericksen, Donald L., Ph.D., U. of Iowa. Assoc. Prof., Theatre Arts
- Freed, Jack H., Ph.D., Columbia U. Prof., Chemistry
- Freeman, John, Ph.D., U. of North Carolina at Chapel Hill. Prof., Organizational Behavior/Sociology
- Fried, Debra, Ph.D., Yale U. Assoc. Prof., English
- Fuchs, Wolfgang H., Ph.D., Cambridge U. (England). Prof. Emeritus, Mathematics
- Furman, Nelly, Ph.D., Columbia U. Prof., Romance Studies
- Gainor, Ellen J., Ph.D., Princeton U. Asst. Prof., Theatre Arts
- Gair, James W., Ph.D., Cornell U. Prof., Modern Languages
- Galik, Richard S., Ph.D., Cornell U. Prof., Physics/LNS‡
- Galloway, Andrew, Ph.D., U. of California at Berkeley. Asst. Prof., English
- Ganem, Bruce, Ph.D., Columbia U. Franz and Elisabeth Roessler Professor of Chemistry, Chemistry
- Garcés, Maria Antonia, Ph.D., Johns Hopkins U. Asst. Prof., Romance Studies
- Gates, Paul W., Ph.D., Harvard U. John Stambaugh Professor of History, Emeritus, History
- Gibian, George, Ph.D., Harvard U. Goldwin Smith Professor of Russian Literature, Russian Literature/Comparative Literature
- Gibson, Eleanor J., Ph.D., Yale U. Susan Linn Sage Professor of Psychology, Emeritus, Psychology
- Gierasch, Peter J., Ph.D., Harvard U. Prof., Astronomy/CRSR†
- Gilbert, Roger S., Ph.D., Yale U. Assoc. Prof., English
- Gilovich, Thomas, Ph.D., Stanford U. Prof., Psychology
- Ginet, Carl A., Ph.D., Cornell U. Prof., Philosophy
- Ginsburg, Judith R., Ph.D., U. of California at Berkeley. Assoc. Prof., Classics
- Giovannelli, Riccardo, Ph.D., Indiana U. Prof., Astronomy/NAIC†
- Gittelman, Bernard, Ph.D., Massachusetts Inst. of Technology. Prof., Physics/LNS‡
- Godfrey, Michael, Ph.D., U. of Toronto. Asst. Prof., Computer Science
- Goetz, Kent, M.F.A., U. of Wisconsin at Madison. Asst. Prof., Theatre Arts
- Gold, Daniel, Ph.D., U. of Chicago Divinity School. Assoc. Prof., Asian Studies
- Gold, Thomas, Ph.D., Cambridge U. (England). John L. Wetherill Professor of Astronomy, Emeritus, Astronomy/CRSR†
- Goldsmith, Paul F., Ph.D., U. of California at Berkeley. Prof., Astronomy/NAIC†
- Gottfried, Kurt, Ph.D., Massachusetts Inst. of Technology. Prof., Physics/LNS‡
- Grant, Keith, M.F.A., Yale U. Asst. Prof., Theatre Arts
- Greene, Brian R., Ph.D., Oxford U. Assoc. Prof., Physics/LNS‡
- Greene, Sandra E., Ph.D., Northwestern U. Assoc. Prof., Africana Studies and Research Center
- Greenwood, Davydd J., Ph.D., U. of Pittsburgh. John S. Knight Professor of International Studies, Anthropology
- Greisen, Kenneth I., Ph.D., Cornell U. Prof. Emeritus, Physics
- Gries, David J., Ph.D., Technische Hoch., München (Germany). William L. Lewis Professor of Engineering, Computer Science
- Grimes, Joseph E., Ph.D., Cornell U. Prof. Emeritus, Modern Languages and Linguistics
- Groos, Arthur, Ph.D., Cornell U. Prof., German Studies/Medieval Studies
- Gross, Leonard, Ph.D., U. of Chicago. Prof., Mathematics
- Gross, Mark, Ph.D., U. of California at Berkeley. Asst. Prof., Mathematics
- Grossvogel, Anita V., Ph.D., Cornell U. Assoc. Prof. Emeritus, Romance Studies
- Grossvogel, David I., Ph.D., Columbia U. Goldwin Smith Professor of Comparative Literature and Romance Studies, Romance Studies/Comparative Literature
- Guckenheimer, John, Ph.D., U. of California at Berkeley. Prof., Mathematics

- Gunn, Edward M., Jr., Ph.D., Columbia U. Prof., Asian Studies
- Hagfors, Tor, Ph.D., U. of Oslo (Norway). Prof. Emeritus, Astronomy/Engineering/NAIC‡
- Hall, Robert A. Jr., Litt. D., U. of Rome (Italy). Prof. Emeritus, Modern Languages and Linguistics
- Halpern, Bruce P., Ph.D., Brown U. Susan Linn Sage Professor of Psychology, Psychology/Biological Sciences
- Halpern, Joseph Y., Ph.D., Harvard U. Prof., Computer Science
- Hammes, Gordon G., Ph.D., U. of Wisconsin. Horace White Prof. Emeritus, Chemistry and Biochemistry
- Han, Shin-Kap, Ph.D., Columbia U. Asst. Prof., Sociology
- Hand, Louis N., Ph.D., Stanford U. Prof., Physics/LNSP
- Hanson, Ellis, Ph.D., Princeton U. Asst. Prof., English
- Harbert, Wayne E., Ph.D., U. of Illinois. Prof., Linguistics
- Harris, Robert L., Ph.D., Northwestern U. Assoc. Prof., Africana Studies and Research Center
- Harris-Warrick, Rebecca, D.M.A., Stanford U. Assoc. Prof., Music
- Hartill, Donald L., Ph.D., California Inst. of Technology. Prof., Physics/LNSP
- Hartman, Paul L., Ph.D., Cornell U. Prof. Emeritus, Physics/Applied and Engineering Physics/LASSP\*
- Hartmanis, Juris, Ph.D., California Inst. of Technology. Walter R. Read Professor of Engineering, Computer Science
- Harwit, Martin O., Ph.D., Massachusetts Inst. of Technology. Prof. Emeritus, Astronomy/CRSR†
- Hassan, Salah, Ph.D., U. of Pennsylvania. Asst. Prof., Africana Studies and Research Center
- Hatch, Martin, Ph.D., Cornell U. Assoc. Prof., Music
- Hatcher, Allen, Ph.D., Stanford U. Prof., Mathematics
- Hay, George A., Ph.D., Northwestern U. Prof., Economics/Law
- Hayes, Donald P., Ph.D., U. of Washington. Prof., Sociology
- Haynes, Martha P., Ph.D., Indiana U. Prof., Astronomy/NAIC‡
- Henderson, David W., Ph.D., U. of Wisconsin. Prof., Mathematics
- Henderson, John S., Ph.D., Yale U. Prof., Anthropology
- Henley, Christopher L., Ph.D., Harvard U. Assoc. Prof., Physics/LASSP\*
- Henzinger, Monika R., Ph.D., Princeton U. Asst. Prof., Computer Science
- Henzinger, Thomas A., Ph.D., Stanford U. Asst. Prof., Computer Science
- Herrin, W. Lamar, Ph.D., U. of Cincinnati. Prof., English
- Herring, Ronald, Ph.D., U. of Wisconsin at Madison. Prof., Government
- Herter, Terry L., Ph.D., U. of Rochester. Assoc. Prof., Astronomy/CRSR†
- Hester, Karlton, Ph.D., City U. of New York. Asst. Prof., Music
- Hildebrand, George H., Ph.D., Cornell U. Maxwell M. Upson Professor of Economics and Industrial Relations Emeritus, Economics/Industrial and Labor Relations
- Hilgartner, Stephen, Ph.D., Cornell U. Asst. Prof., Science and Technology Studies
- Hill, Thomas D., Ph.D., Cornell U. Prof., English/Medieval Studies
- Hines, Melissa A., Ph.D., Stanford U. Asst. Prof., Chemistry
- Hirschmann, Nancy, Ph.D., Johns Hopkins U. Asst. Prof., Government
- Hite, Molly, Ph.D., U. of Washington. Prof., English
- Ho, Wilson, Ph.D., U. of Pennsylvania. Prof., Physics/LASSP\*
- Hockett, Charles F., Ph.D., Yale U. Prof. Emeritus, Modern Languages and Linguistics/Anthropology
- Hodes, Harold, Ph.D., Harvard U. Assoc. Prof., Philosophy
- Hoffmann, Roald, Ph.D., Harvard U. Frank H. T. Rhodes Professor of Chemistry, Chemistry
- Hohendahl, Peter U., Ph.D., Hamburg U. (Germany). Jacob Gould Schurman Professor of German Literature, German Studies/Comparative Literature
- Holcomb, Donald F., Ph.D., U. of Illinois. Prof. Emeritus, Physics/LASSP\*
- Holdheim, W. Wolfgang, Ph.D., Yale U. Frederic J. Whiton Professor of Liberal Studies, Emeritus, Comparative Literature/Romance Studies
- Holloway, Thomas H., Ph.D., U. of Wisconsin. Prof., History
- Holmberg, David H., Ph.D., Cornell U. Prof., Anthropology/Women's Studies
- Holquist, Peter, Ph.D., Columbia U. Asst. Prof., History
- Hong, Yongmiao, Ph.D., U. of California at San Diego. Asst. Prof., Economics
- Hopcroft, John E., Ph.D., Stanford U. Joseph C. Ford Professor of Computer Science, Computer Science
- Houck, James R., Ph.D., Cornell U. Kenneth A. Wallace Professor of Astronomy, Astronomy/CRSR†
- Houston, Paul L., Ph.D., Massachusetts Inst. of Technology. Prof., Chemistry
- Hsu, John T. H., D. Music, New England Conservatory of Music. Old Dominion Foundation Professor of Humanities and Music, Music
- Hubbard, John H., Doctorat d'Etat, U. de Paris (France). Prof., Mathematics
- Hughes, Robert E., Ph.D., Cornell U. Prof. Emeritus, Chemistry
- Hull, Isabel V., Ph.D., Yale U. Prof., History
- Husa, Karel, Diploma, Paris Conservatory (France). Kappa Alpha Professor of Music, Emeritus, Music
- Huttenlocher, Daniel P., Ph.D., Massachusetts Inst. of Technology. Assoc. Prof., Computer Science
- Hwang, J. T. Gene, Ph.D., Purdue U. Prof., Mathematics
- Hyams, Paul R., D. Phil., Oxford U. (England). Assoc. Prof., History
- Irwin, Terence H., Ph.D., Princeton U. Susan Linn Sage Professor of Philosophy, Philosophy
- Isacks, Bryan L., Ph.D., Columbia U. William and Katherine Snee Professor of Geological Sciences, Geological Sciences/INSTOC #
- Isard, Walter, Ph.D., Harvard U. Prof. Emeritus, Economics
- Isbell, Billie J., Ph.D., U. of Illinois. Assoc. Prof., Anthropology
- Isen, Alice M., Ph.D., Stanford U. Prof., Johnson Graduate School of Management/Psychology
- Jacobus, Mary L., D. Phil., Oxford U. (England). John Wendell Anderson Professor of English, English/Women's Studies
- Janowitz, Phyllis, M.F.A., U. of Massachusetts. Prof., English
- Jasanoff, Jay H., Ph.D., Harvard U. Jacob Gould Schurman Professor of Linguistics, Linguistics
- Jasanoff, Sheila, Ph.D., J.D., Harvard U. Prof., Science and Technology Studies
- Jeyifo, Biodun, Ph.D., New York U. Prof., English
- John, James J., Ph.D., U. of Notre Dame. Professor of Paleography and Medieval History, History
- Johnston, Robert E., Ph.D., Rockefeller U. Prof., Psychology
- Jones, Karen, Ph.D., Cornell U. Asst. Prof., Philosophy
- Jones, Robert B. Jr., Ph.D., U. of California at Berkeley. Prof. Emeritus, Modern Languages and Linguistics
- Jongman, Allard, Ph.D., Brown U. Asst. Prof., Modern Languages
- Jordan, Teresa E., Ph.D., Stanford U. Assoc. Prof., Geological Sciences/INSTOC#
- Jorden, Eleanor H., Ph.D., Yale U. Mary Donlon Alger Professor of Linguistics Emerita, Modern Languages and Linguistics
- Kahn, George McL., Ph.D., Johns Hopkins U. Aaron L. Binenkorb Professor of International Studies Emeritus, Government
- Kahl, Joseph A., Ph.D., Harvard U. Prof. Emeritus, Sociology
- Kahn, Alfred E., Ph.D., Yale U. Robert Julius Thorne Professor of Political Economy Emeritus, Economics
- Kahn, H. Peter, M. A., New York U. Prof. Emeritus, History of Art
- Kahn, Peter J., Ph.D., Princeton U. Prof., Mathematics
- Kalos, Malvin H., Ph.D., U. of Illinois. Prof., Physics/LASSP\*
- Kammen, Michael G., Ph.D., Harvard U. Newton C. Farr Professor of American History and Culture, History
- Kanazawa, Satoshi, Ph.D., U. of Arizona. Asst. Prof., Sociology
- Kaplan, Steven L., Ph.D., Yale U. Goldwin Smith Professor of History, History
- Karig, Daniel E., Ph.D., U. of California at San Diego. Prof., Geological Sciences
- Kaske, Carol V., Ph.D., Johns Hopkins U. Prof., English
- Katzenstein, Mary F., Ph.D., Massachusetts Inst. of Technology. Assoc. Prof., Government
- Katzenstein, Peter J., Ph.D., Harvard U. Walter S. Carpenter, Jr., Professor of International Studies, Government
- Kay, Robert W., Ph.D., Columbia U. Prof., Geological Sciences/INSTOC#
- Kay, Suzanne M., Ph.D., Brown U. Assoc. Prof., Geological Sciences/INSTOC#
- Keil, Frank C., Ph.D., U. of Pennsylvania. William R. Kenan, Jr., Professor of Psychology, Psychology
- Kelley, E. Wood, Ph.D., Indiana U. Assoc. Prof., Government
- Kellock, Judith, M. M., Boston U. Asst. Prof., Music
- Kennedy, William J., Ph.D., Yale U. Prof., Comparative Literature
- Kesten, Harry, Ph.D., Cornell U. Prof., Mathematics
- Khurana, Beena, Ph.D., U. of California at Berkeley. Asst. Prof., Psychology
- Kiefer, Nicholas M., Ph.D., Princeton U. Henry Scarborough Professor of Social Science, Economics
- Kinoshita, Toichiro, Ph.D., Tokyo U. (Japan). Goldwin Smith Professor of Physics Emeritus, Physics/LNSP
- Kirkwood, Gordon M., Ph.D., Johns Hopkins U. Frederick J. Whiton Professor of Classics Emeritus, Classics
- Kirsch, A. Thomas, Ph.D., Harvard U. Prof., Anthropology

- Kirshner, Jonathan, Ph.D., Princeton U. Asst. Prof., Government
- Klein, Richard J., Ph.D., Yale U. Prof., Romance Studies
- Koschmann, J. Victor, Ph.D., U. of Chicago. Prof., History
- Kozen, Dexter, Ph.D., Cornell U. Joseph N. Pew Professor of Engineering/Computer Science
- Kramnick, Isaac, Ph.D., Harvard U. Richard J. Schwarz Professor of Government, Government
- Kretzmann, Norman, Ph.D., Johns Hopkins U. Susan Linn Sage Professor of Philosophy Emeritus, Philosophy
- Krier, Jennifer M., Ph.D., Harvard U. Asst. Prof., Anthropology/Southeast Asian Studies
- Kronik, John W., Ph.D., U. of Wisconsin. Prof., Romance Studies
- Krumhansl, Carol L., Ph.D., Stanford U. Prof., Psychology
- Krumhansl, James A., Ph.D., Cornell U. Horace White Professor of Physics Emeritus, Physics/LASSP\*
- Kufner, Herbert L., Ph.D., Cornell U. Prof. Emeritus, Modern Languages and Linguistics
- Kuniholm, Peter I., Ph.D., U. of Pennsylvania. Prof., History of Art
- LaCapra, Dominick C., Ph.D., Harvard U. Bryce and Edith M. Bowman Professor in Humanistic Studies, History
- LaFeber, Walter F., Ph.D., U. of Wisconsin. Marie Underhill Noll Professor of American History, History
- Lambert, Bernd, Ph.D., U. of California at Berkeley. Prof., Anthropology
- Lambert, William W., Ph.D., Harvard U. Prof. Emeritus, Psychology/Sociology/Antropology
- Landman, Alfred, Ph.D., U. of Amsterdam (Netherlands). Assoc. Prof., Linguistics
- Landon, Mark, Ph.D., U. of California at Berkeley. Asst. Prof., Classics
- Lantolf, James P., Ph.D., Pennsylvania State U. Prof., Modern Languages
- Law, Jane Marie, Ph.D., U. of Chicago. Asst. Prof., Asian Studies
- Lawler, Margaret, M. A., San Jose State Coll. Assoc. Prof. Emerita, Theatre Arts
- Lazzaro, Claudia, Ph.D., Princeton U. Prof., History of Art
- Leavitt, Thomas W., Ph.D., Harvard U. Prof. Emeritus, History of Art
- LeClair, André R., Ph.D., Harvard U. Assoc. Prof., Physics/LNSQ
- Lee, David M., Ph.D., Yale U. Prof., Physics/LASSP\*
- Lee, Lee C., Ph.D., Ohio State U. Assoc. Prof. Human Development and Family Studies/Asian American Studies Program
- Leed, Richard L., Ph.D., Cornell U. Prof. Emeritus, Modern Languages and Linguistics
- Legros, Patrick A., Ph.D., California Inst. of Technology. Asst. Prof., Economics
- Lepage, G. Peter, Ph.D., Stanford U. Prof., Physics/LNSQ
- Levitsky, David A., Ph.D., Rutgers U. Prof., Nutritional Sciences/Psychology
- Levitt, Bruce, Ph.D., U. of Michigan. Prof., Theatre Arts
- Levy, Charles S., Ph.D., Cornell U. Prof., English
- Lewis, Philip E., Ph.D., Yale U. Prof., Romance Studies
- Littauer, Raphael M., Ph.D., Cambridge U. (England). Prof., Physics/LNSQ
- Livesay, George R., Ph.D., U. of Illinois. Prof., Mathematics
- Long, Franklin A., Ph.D., U. of California at Berkeley. Henry R. Luce Professor of Science and Society Emeritus, Chemistry/Science, Technology, and Society
- Long, Kathleen P., Ph.D., Yale U. Asst. Prof., Romance Studies
- Loring, Roger F., Ph.D., Stanford U. Assoc. Prof., Chemistry
- Lowi, Theodore J., Ph.D., Yale U. John L. Senior Professor of American Institutions, Government
- Lurie, Alison, A. B., Radcliffe Coll. Frederic J. Whiton Professor of American Literature, English
- Lust, Barbara, Ph.D., CUNY. Prof., HDFS/Modern Languages and Linguistics
- Lyons, Thomas, Ph.D., Cornell U. Assoc. Prof., Economics
- Maas, James B., Ph.D., Cornell U. Prof., Psychology
- McCall, Dan E., Ph.D., Columbia U. Prof., English
- McCann, David R., Ph.D., Harvard U. Prof., Asian Studies
- McClane, Kenneth A., M.F.A., Cornell U. W.E.B. DuBois Professor of Literature, English
- McClelland, Peter D., Ph.D., Harvard U. Prof., Economics
- McConkey, James R., Ph.D., State U. of Iowa. Prof. Emeritus, English
- McConnell-Ginet, Sally, Ph.D., U. of Rochester. Prof., Linguistics
- McCoy, William John Jr., Ph.D., Cornell U. Prof. Emeritus, Modern Languages and Linguistics
- McCoy, Maureen, M.F.A., U. of Iowa. Assoc. Prof., English
- McDaniel, Boyce D., Ph.D., Cornell U. Floyd R. Newman Professor of Nuclear Studies Emeritus, Physics/LNSQ
- MacDonald, June Fessenden, Ph.D., Tufts U. Assoc. Prof., Science and Technology Studies/Biochemistry
- MacDonald, Scott, Ph.D., Cornell U. Prof., Philosophy
- McGinnis, Robert, Ph.D., Northwestern U. Prof. Emeritus, Sociology
- McLafferty, Fred W., Ph.D., Cornell U. Peter J. W. Debye Professor of Chemistry Emeritus, Chemistry
- McMillin, H. Scott, Ph.D., Stanford U. Prof., English
- McMurry, John E., Ph.D., Columbia U. Prof., Chemistry
- McWhorter, John, Ph.D., Stanford U. Asst. Prof., Modern Languages and Linguistics
- Majumdar, Mukul K., Ph.D., U. of California at Berkeley. H. T. Warshow and Robert Irving Warshow Professor of Economics, Economics
- Mankin, David P., Ph.D., U. of Virginia. Assoc. Prof., Classics
- March, Kathryn S., Ph.D., Cornell U. Assoc. Prof., Anthropology/Women's Studies
- Marcus, Phillip L., Ph.D., Harvard U. Prof. Emeritus, English
- Martin, Biddy, Ph.D., University of Wisconsin at Madison. Assoc. Prof., German Studies/Women's Studies
- Masson, Robert T., Ph.D., U. of California at Berkeley. Prof., Economics
- Mazrui, Ali A., Ph.D., Oxford U. (England). Senior Scholar, Africana Research and Studies Center and A. D. White Professor-at-Large Emeritus
- Mebane, Walter, Ph.D., Yale U. Assoc. Prof., Government
- Mei, Tsu-Lin, Ph.D., Yale U. Hu Shih Prof. of Chinese Literature and Philosophy, Asian Studies
- Meinwald, Jerrold, Ph.D., Harvard U. Goldwin Smith Professor of Chemistry, Chemistry
- Meixner, Laura L., Ph.D., Ohio State U. Assoc. Prof., History of Art
- Melas, Natalie A., Ph.D., U. of California at Berkeley. Asst. Prof., Comparative Literature
- Mermin, Dorothy M., Ph.D., Harvard U. Prof., English
- Mermin, N. David, Ph.D., Harvard U. Horace White Professor of Physics, Physics/LASSP\*
- Messing, Gordon M., Ph.D., Harvard U. Prof. Emeritus, Classics/Modern Languages and Linguistics
- Migiel, Marilyn, Ph.D., Yale U. Assoc. Prof., Romance Studies
- Miller, Richard W., Ph.D., Harvard U. Prof., Philosophy/Science and Technology Studies
- Miller, William T., Ph.D., Duke U. Prof. Emeritus, Chemistry
- Minkowski, Christopher, Ph.D., Harvard U. Assoc. Prof., Asian Studies
- Mitchell, Janet, Ph.D., Northwestern U. Asst. Prof., Economics
- Mitra, Tapan, Ph.D., U. of Rochester. Prof., Economics
- Moen, Phyllis, Ph.D., U. of Minnesota. Assoc. Prof., Human Ecology and Sociology
- Mohanty, Satya P., Ph.D., U. of Illinois. Assoc. Prof., English
- Monegal, Antonio, Ph.D., Harvard U. Assoc. Prof., Romance Studies
- Monosoff-Pancaldo, Sonya, Artists Diploma, Juilliard School of Music. Prof., Music
- Monroe, Jonathan B., Ph.D., U. of Oregon. Assoc. Prof., Comparative Literature
- Moore, R. Laurence, Ph.D., Yale U. Prof., History
- Morgan, Robert R., M.F.A., U. of North Carolina. Kappa Alpha Prof. of English, English
- Morgenroth, Joyce, M.A., Johns Hopkins U. Assoc. Prof., Theatre Arts
- Morley, Michael D., Ph.D., U. of Chicago. Prof., Mathematics
- Morrisett, Greg, Ph.D., Carnegie Mellon U. Asst. Prof., Computer Science
- Morrison, George H., Ph.D., Princeton U. Prof. Emeritus, Chemistry
- Munasinghe, Viranjini P., Ph.D., Johns Hopkins U. Asst. Prof., Anthropology/Asian American Studies
- Murray, Edward, Ph.D., Yale Univ. Assoc. Prof., Music
- Murray, Timothy, Ph.D., Johns Hopkins U. Prof., English
- Najemy, John M., Ph.D., Harvard U. Prof., History
- Nee, Victor, Ph.D., Harvard U. Goldwin Smith Professor of Sociology, Sociology
- Neisser, Ulric, Ph.D., Harvard U. Prof., Psychology
- Nelson, Frederick E., Ph.D., U. of Michigan. Assoc. Prof., Geological Sciences
- Nerode, Anil, Ph.D., U. of Chicago. Goldwin Smith Professor of Mathematics, Mathematics
- Ngate, Jonathan, Ph.D., U. of Washington. Assoc. Prof., Romance Studies
- Nicholson, Philip, Ph.D., California Inst. of Technology. Prof., Astronomy/CRSR†
- Norton, Mary Beth, Ph.D., Harvard U. Mary Donlon Alger Professor of American History, History
- Nussbaum, Alan, Ph.D., Harvard U. Assoc. Prof., Classics/Linguistics
- O'Connor, Stanley J., Ph.D., Cornell U. Prof. Emeritus, History of Art
- Ohadike, Don, Ph.D., U. of Jos (Nigeria). Asst. Prof., Africana Studies and Research Center

- Okiihiro, Gary, Ph.D., U. of California at Los Angeles. Prof., History/Asian American Studies Program
- Olguín, Ben V., Ph.D., Stanford U. Asst. Prof., English
- Oliver, Jack E., Ph.D., Columbia U. Irving Porter Church Professor Emeritus of Engineering/Geological Sciences/INSTOC#
- Olum, Paul, Ph.D., Harvard U. Prof. Emeritus, Mathematics
- Orear, Jay, Ph.D., U. of Chicago. Prof. Emeritus, Physics/LNSQ
- Owen, David I., Ph.D., Brandeis U. Prof., Ancient Near Eastern and Biblical History and Archaeology, Near Eastern Studies
- Palmer, Robert M., M.M., Eastman School of Music. Given Foundation Professor of Music Composition Emeritus, Music
- Parker, A. Reeve, Ph.D., Harvard U. Prof., English
- Parpia, Jeevak M., Ph.D., Cornell U. Prof., Physics/LASSP\*
- Parratt, Lyman G., Ph.D., U. of Chicago. Prof. Emeritus, Physics
- Parrish, Stephen M., Ph.D., Harvard U. Goldwin Smith Professor of English Emeritus, English
- Patterson, J. Ritchie, Ph.D., U. of Chicago. Asst. Prof., Physics/LNSQ
- Payne, Lawrence E., Ph.D., Iowa State U. Prof. Emeritus, Mathematics
- Peirce, Leslie, Ph.D., Princeton U. Assoc. Prof., Ottoman and Islamic History, Near Eastern Studies
- Pelliccia, Hayden, Ph.D., Yale U. Assoc. Prof., Classics
- Peterson, Charles A., Ph.D., U. of Washington. Prof., History
- Piedra, Jose, Ph.D., Yale U. Assoc. Prof., Romance Studies
- Piggott, Joan R., Ph.D., Stanford University. Assoc. Prof., History
- Pinch, Trevor J., Ph.D., U. of Bath (England). Assoc. Prof., Science and Technology Studies
- Pingali, Keshav K., Ph.D., Massachusetts Inst. of Technology. Assoc. Prof., Computer Science
- Pintner, Walter M., Ph.D., Harvard U. Prof., History
- Plane, Robert A., Ph.D., U. of Chicago. Prof. Emeritus, Chemistry
- Platek, Richard, Ph.D., Stanford U. Assoc. Prof., Mathematics
- Pohl, Robert O., Doktor, U. Erlangen (Germany). Prof., Physics/LASSP\*
- Polenberg, Richard, Ph.D., Columbia U. Goldwin Smith Professor of American History, History
- Pollak, Nancy, Ph.D., Yale U. Assoc. Prof., Russian Literature
- Pontusson, Jonas, Ph.D., U. of California at Berkeley. Assoc. Prof., Government
- Porte, Joel, Ph.D., Harvard U. Ernest I. White Professor of American Studies and Humane Letters, English/Comparative Literature
- Possen, Uri M., Ph.D., Yale U. Prof., Economics
- Power, Alison G., Ph.D., U. of Washington. Assoc. Prof., Science and Technology Studies/Ecology and Systematics
- Powers, David S., Ph.D., Princeton U. Prof., Arabic and Islamic Studies, Near Eastern Studies
- Provine, William B., Ph.D., U. of Chicago. Prof., History/Biological Sciences
- Pucci, Pietro, Ph.D., U. of Pisa (Italy). Goldwin Smith Professor of Classics, Classics
- Rabkin, Jeremy A., Ph.D., Harvard U. Assoc. Prof., Government
- Radzinowicz, Mary A., Ph.D., Columbia U. Jacob Gould Schurman Professor of English Emerita, English
- Ralph, Daniel C., Ph.D., Cornell U. Asst. Prof., Physics/LASSP\*
- Ramage, Andrew, Ph.D., Harvard U. Prof., History of Art
- Randel, Don M., Ph.D., Princeton U. Given Foundation Professor of Musicology, Music
- Rawlings III, Hunter R., Ph.D., Princeton U. Prof., Classics
- Regan, Dennis T., Ph.D., Stanford U. Assoc. Prof., Psychology
- Regan, Elizabeth Adkins, Ph.D., U. of Pennsylvania. Prof., Psychology/Biological Sciences
- Rendsburg, Gary, Ph.D., New York U. Prof., Biblical and Semitic Studies, Near Eastern Studies
- Reppy, John D., Ph.D., Yale U. John L. Wetherill Professor of Physics, Physics/LASSP\*
- Rhodes, Frank H. T., Ph.D., U. of Birmingham (England). Prof., Geological Sciences
- Richards, Annette, Ph.D., Stanford U. Asst. Prof., Music
- Richardson, Robert C., Ph.D., Duke U. F. R. Newman Professor of Physics, Physics/LASSP\*
- Rogers, Joseph T., Ph.D., U. of Rochester. Asst. Prof., Physics/LNSQ
- Roldán, Mary J., Ph.D., Harvard U. Asst. Prof., History
- Rosen, Bernard C., Ph.D., Cornell U. Prof. Emeritus, Sociology
- Rosen, Carol G., Ph.D., Harvard U. Prof., Modern Languages
- Rosen, David, Ph.D., U. of California at Berkeley. Prof., Music
- Rosenberg, Alex, Ph.D., U. of Chicago. Prof. Emeritus, Mathematics
- Rosenberg, Edgar, Ph.D., Stanford U. Prof., English/Comparative Literature
- Rothaus, Oscar S., Ph.D., Princeton U. Prof., Mathematics
- Rossiter, Margaret, Ph.D., Yale U. Marie Underhill Noll Professor of the History of Science, Science and Technology Studies
- Rubin, David L., Ph.D., U. of Michigan. Assoc. Prof., Physics/LNSQ
- Rubinfeld, Ronitt A., Ph.D., U. of California at Berkeley. Asst. Prof., Computer Science
- Rush, Myron, Ph.D., U. of Chicago. Prof., Government
- Rusten, Jeffrey S., Ph.D., Harvard U. Prof., Classics
- Rutten, Andrew, Ph.D., Washington U. Asst. Prof., Government
- Ryan, Thomas A., Ph.D., Cornell U. Prof., Emeritus, Psychology
- Saccamano, Neil, Ph.D., Johns Hopkins U. Assoc. Prof., English
- Sagan, Carl E., Ph.D., U. of Chicago. David C. Duncan Professor in the Physical Sciences, Astronomy/CRSR†
- Sakai, Naoki, Ph.D., U. of Chicago. Assoc. Prof., Asian Studies
- Salpeter, Edwin E., Ph.D., Birmingham U. (England). James Gilbert White Distinguished Professor in the Physical Sciences, Physics/LNSQ/Astronomy/CRSR†
- Samuels, Shirley, Ph.D., U. of California at Berkeley. Assoc. Prof., English/Women's Studies
- Sanders, Elizabeth, Ph.D., Cornell U. Prof., Government
- Sangren, P. Steven, Ph.D., Stanford U. Assoc. Prof., Anthropology
- Santiago-Irizarry, Vilma, Ph.D., New York U. Asst. Prof., Anthropology and Hispanic American Studies
- Sawyer, Paul L., Ph.D., Columbia U. Prof., English
- Scatterday, Mark D., D.M.A., Eastman Schl. of Music. Assoc. Prof., Music
- Schamis, Hector, Ph.D., Columbia U. Asst. Prof., Government
- Schatz, Alfred H., Ph.D., New York U. Prof., Mathematics
- Scheinman, Lawrence, Ph.D., U. of Michigan. Prof., Government
- Scheraga, Harold A., Ph.D., Duke U. George W. and Grace L. Todd Professor of Chemistry Emeritus, Chemistry
- Schneider, Fred B., Ph.D., SUNY at Stony Brook. Prof., Computer Science
- Schuler, Richard E., Ph.D., Brown U. Prof., Economics/Engineering
- Schwarz, Daniel R., Ph.D., Brown U. Prof., English
- Seltzer, Mark, Ph.D., U. of California at Berkeley. Prof., English
- Sen, Shankar, Ph.D., Harvard U. Prof., Mathematics
- Senderovich, Savely, Ph.D., New York U. Prof., Russian Literature
- Seshadri, Praveen, Ph.D., U. of Wisconsin. Asst. Prof., Computer Science
- Sethna, James P., Ph.D., Princeton U. Assoc. Prof., Physics/LASSP\*
- Seznec, Alain, D.E.S., U. of Paris-Sorbonne (France). Prof., Romance Studies
- Shanley, Kathryn, Ph.D., U. of Michigan. Assoc. Prof., English
- Shanzer, Danuta, D.Phil., Oxford U. (England). Prof., Classics
- Shapiro, Gavriel, Ph.D., U. of Illinois at Urbana. Assoc. Prof., Russian Literature
- Shaw, Harry E., Ph.D., U. of California at Berkeley. Prof., English
- Shefter, Martin A., Ph.D., Harvard U. Prof., Government
- Shell, Karl, Ph.D., Stanford U. Robert Julius Thorne Professor of Economics, Economics
- Shiraishi, Takashi, Ph.D., Cornell U. Prof., History
- Shoemaker, Sydney S., Ph.D., Cornell U. Susan Linn Sage Professor of Philosophy, Philosophy
- Shore, Richard A., Ph.D., Massachusetts Inst. of Technology. Prof., Mathematics
- Shue, Henry, Ph.D., Princeton U. Wyn and William Y. Hutchinson Prof. of Ethics and Public Life
- Shue, Vivienne B., Ph.D., Harvard U. Prof., Government
- Siegel, James T., Ph.D., U. of California at Berkeley. Prof., Anthropology
- Siegel, Sandra F., Ph.D., U. of Chicago. Prof., English
- Sierra, Roberto, M. M., London U. (England). Assoc. Prof., Music
- Sievers, Albert J. III, Ph.D., U. of California at Berkeley. Prof., Physics/LASSP\*
- Siggia, Eric D., Ph.D., Harvard U. Prof., Physics/LASSP\*
- Silbey, Joel H., Ph.D., U. of Iowa. President White Professor of History, History
- Silsbee, Robert H., Ph.D., Harvard U. Prof., Physics/LASSP\*
- Silverman, Albert, Ph.D., U. of California at Berkeley. Prof. Emeritus, Physics/LNSQ
- Sjamaar, Reyer, Ph.D., Rijksuniversiteit te Utrecht (The Netherlands). Asst. Prof., Mathematics
- Small, Meredith F., Ph.D., U. of California at Davis. Asst. Prof., Anthropology
- Smillie, John, Ph.D., U. of Chicago. Prof., Mathematics
- Smith, Anna Marie, Ph.D., U. of Essex (England). Asst. Prof., Government



- Smith, Brian, Ph.D., U. of California at Berkeley. Asst. Prof., Computer Science
- Smith, Bruce, Ph.D., Massachusetts Inst. of Technology. Assoc. Prof., Economics
- Smith, Robert J., Ph.D., Cornell U. Goldwin Smith Professor of Anthropology, Anthropology
- Sogah, Dotsevi Y., Ph.D., U. of California at Los Angeles. Prof., Chemistry
- Sokol, Thomas A., M.A., George Peabody Coll. Prof. Emeritus, Music
- Solá, Donald F., Ph.D., Cornell U. Prof. Emeritus, Modern Languages and Linguistics
- Somkin, Fred, Ph.D., Cornell U. Prof. Emeritus, History
- Speh, Birgit, Ph.D., Massachusetts Inst. of Technology. Prof., Mathematics
- Spelke, E., Ph.D., Cornell U. Prof., Psychology
- Spillers, Hortense, Ph.D., Brandeis U. Prof., English
- Spivey-Knowlton, Michael, Ph.D., U. of Rochester. Asst. Prof., Psychology
- Squyres, Steven W., Ph.D., Cornell U. Prof., Astronomy/CRSR†
- Sreenivasan, Govind P., Ph.D., Harvard U. Asst. Prof., History
- Stacey, Gordon J., Ph.D., Cornell U. Asst. Prof., Astronomy/CRSR†
- Staller, George J., Ph.D., Cornell U. Prof., Economics
- Stanley, Jason, Ph.D., Massachusetts Inst. of Technology. Asst. Prof., Philosophy
- Stark, David, Ph.D., Harvard U. Prof., Sociology
- Stein, Peter C., Ph.D., Massachusetts Inst. of Technology. Prof., Physics/LNS‡
- Steinberg, Michael P., Ph.D., U. of Chicago. Assoc. Prof., History
- Stillman, Michael E., Ph.D., Harvard U. Assoc. Prof., Mathematics
- Stith, Marice W., M.A., Ohio State U. Prof., Emeritus, Music
- Strang, David, Ph.D., Stanford U. Assoc. Prof., Sociology
- Strauss, Barry S., Ph.D., Yale U. Prof., History/Classics
- Strichartz, Robert S., Ph.D., Princeton U. Prof., Mathematics
- Strout, S. Cushing, Jr., Ph.D., Harvard U. Ernest I. White Professor of American Studies and Humane Letters, Emeritus, English
- Stucky, Steven, D.M.A., Cornell U. Prof., Music
- Sturgeon, Nicholas L., Ph.D., Princeton U. Prof., Philosophy
- Styco, Joseph M., Ph.D., Columbia U. Prof., Rural Sociology/Sociology
- Subramanian, Shankar, Ph.D., U. of California at Berkeley. Asst. Prof., Economics
- Suñer, Margarita A., Ph.D., Indiana U. Prof., Linguistics
- Sweedler, Moss E., Ph.D., Massachusetts Inst. of Technology. Prof., Mathematics
- Szabó, Zoltán, Ph.D., Massachusetts Inst. of Technology. Asst. Prof., Philosophy
- Talman, Richard M., Ph.D., California Inst. of Technology. Prof., Physics/LNS‡
- Tarrow, Sidney G., Ph.D., U. of California at Berkeley. Maxwell M. Upson Professor of Government, Government
- Taylor, Keith W., Ph.D., U. of Michigan. Assoc. Prof., Asian Studies
- Taylor, Peter J., Ph.D., Harvard U. Asst. Prof., Science and Technology Studies
- Teitelbaum, Tim, Ph.D., Carnegie-Mellon U. Assoc. Prof., Computer Science
- Telhami, Shibley, Ph.D., U. of California at Berkeley. Assoc. Prof., Government/Near Eastern Studies
- Terzian, Yervant, Ph.D., Indiana U. James A. Weeks Professor of Physical Sciences, Astronomy/NAIC‡
- Teskey, Gordon L., Ph.D., U. of Toronto, Canada. Prof., English
- Teukolsky, Saul A., Ph.D., California Inst. of Technology. Prof., Physics/LNS‡/Astronomy
- Thorbecke, Erik, Ph.D., U. of California at Berkeley. H. Edward Babcock Professor of Economics and Food Economics, Nutritional Sciences/Economics
- Thorne, Robert E., Ph.D., U. of Illinois. Assoc. Prof., Physics/LASSP\*
- Tierney, Brian, Ph.D., Pembroke College of Cambridge U. (England). Bryce and Edith M. Bowman Professor in Humanistic Studies Emeritus, History
- Tigner, Maury, Ph.D., Cornell U. Hans Bethe Prof. of Physics, Emeritus, Physics/LNS‡
- Tittler, Jonathan P., Ph.D., Cornell U. Prof., Romance Studies
- Toueg, Sam, Ph.D., Princeton. Prof., Computer Science
- Travers, William B., Ph.D., Princeton U. Prof., Geological Sciences
- Trefethen, Lloyd N., Ph.D., Stanford U. Prof., Computer Science
- Tucker, Scott M.M., New England Conservatory. Asst. Prof., Music
- Turcotte, Donald L., Ph.D., California Inst. of Technology. Maxwell M. Upson Professor of Engineering, Geological Sciences/INSTOC#
- Turner, James E., Ph.D., Union Graduate School at Antioch College. Assoc. Prof., African Studies and Research Center
- Tye, Sze-hoi Henry, Ph.D., Massachusetts Inst. of Technology. Prof., Physics/LNS‡
- Uphoff, Norman T., Ph.D., U. of California at Berkeley. Prof., Government
- Usher, David A., Ph.D., Cambridge U. (England). Assoc. Prof., Chemistry
- Usner, Daniel H., Jr., Ph.D., Duke U. Assoc. Prof., History
- Vanek, Jaroslav, Ph.D., Massachusetts Inst. of Technology. Carl Marks Professor of International Studies Emeritus, Economics
- Van Coetsem, Frans, Ph.D., U. of Leuven (Belgium). Prof. Emeritus, Modern Languages and Linguistics
- Van Loan, Charles F., Ph.D., U. of Michigan. Prof., Computer Science
- Van Steen, Gonda, M.A., Princeton U. Asst. Prof., Classics
- Vaughn, Stephanie, M.F.A., U. of Iowa. Prof., English
- Vavasis, Stephen, Ph.D., Stanford U. Assoc. Prof., Computer Science
- Veracierto, Marcelo, Ph.D., U. of Minnesota. Asst. Prof., Economics
- Veverka, Joseph F., Ph.D., Harvard U. Prof., Astronomy/CRSR†
- Viramontes, Helena M., M.F.A., U. of California at Irvine. Asst. Prof., English
- Vogelsang, Tim, Ph.D., Princeton U. Asst. Prof., Economics
- Vogtmann, Karen L., Ph.D., University of California at Berkeley. Prof., Mathematics
- Volman, Thomas P., Ph.D., U. of Chicago. Assoc. Prof., Anthropology
- vonEicken, Thorsten, Ph.D., U. of California at Berkeley. Asst. Prof., Computer Science
- Wahlbin, Lars B., Ph.D., U. of Göteborg (Sweden). Prof., Mathematics
- Waite, Geoffrey C. W., Ph.D., Princeton U. Assoc. Prof., German Studies
- Walker, Henry A., Ph.D., Stanford U. Prof., Sociology
- Wan, Henry Y., Jr., Ph.D., Massachusetts Inst. of Technology. Prof., Economics
- Washington, Margaret, Ph.D., U. of California at Davis. Assoc. Prof., History
- Wasserman, Ira M., Ph.D., Harvard U. Prof., Astronomy/CRSR†
- Waugh, Linda R., Ph.D., Indiana U. Prof., Modern Languages/Comparative Literature/Romance Studies
- Webster, James, Ph.D., Princeton U. Goldwin Smith Professor of Music, Music
- Weil, Rachel, Ph.D., Princeton U. Asst. Prof., History
- Weiss, John H., Ph.D., Harvard U. Assoc. Prof., History
- West, James E., Ph.D., Louisiana State U. Prof., Mathematics
- Wetherbee, Winthrop, Ph.D., U. of California at Berkeley. Avalon Professor of English and Medieval Studies, English/Medieval Studies/Comparative Literature
- White, William M., Ph.D., U. of Rhode Island. Prof., Geological Sciences
- Whitman, John B., Ph.D., Harvard U. Assoc. Prof., Linguistics
- Widom, Benjamin, Ph.D., Cornell U. Goldwin Smith Professor of Chemistry, Chemistry
- Wilcox, Charles F., Jr., Ph.D., U. of California at Los Angeles. Prof., Chemistry
- Williams, L. Pearce, Ph.D., Cornell U. John Stambaugh Professor of the History of Science Emeritus, Science and Technology Studies
- Williams, Robin M., Jr., Ph.D., Harvard U. Henry Scarborough Professor of Social Sciences Emeritus, Sociology
- Wilson, Robert R., Ph.D., U. of California at Berkeley. Prof. Emeritus, Physics
- Wilson, Ron, B.G.S., Wichita State U. Asst. Prof., Theatre Arts
- Wolczanski, Peter T., Ph.D., California Inst. of Technology. George W. and Grace L. Todd Professor of Chemistry, Chemistry
- Wolff, John U., Ph.D., Yale U. Prof., Modern Languages
- Wolters, Oliver W., Ph.D., U. of London (England). Goldwin Smith Professor of Southeast Asian History Emeritus, History
- Wong, Shelley, Ph.D., U. of California at Berkeley. Asst. Prof., English
- Wood, Allen W., Ph.D., Yale U. Prof., Philosophy
- Wyatt, David K., Ph.D., Cornell U. John Stambaugh Professor of History, History
- Yan, Tung-Mow, Ph.D., Harvard U. Prof., Physics/LNS‡
- Young, Martie W., Ph.D., Harvard U. Prof., History of Art
- Zabih, Raman, Ph.D., Stanford U. Asst. Prof., Computer Science
- Zaslav, Neal A., Ph.D., Columbia U. Herbert Gussman Professor of Music, Music
- Zax, David B., Ph.D., U. of California at Berkeley. Asst. Prof., Chemistry
- Zec, Draga, Ph.D., Stanford U. Asst. Prof., Linguistics

\*Laboratory of Atomic and Solid State Physics.

†Center for Radiophysics and Space Research.

‡National Astronomy and Ionosphere Center.

¶Laboratory of Nuclear Studies.

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